

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 1 – HR Development Programme (pdf pages 2-20)

Activity 2 – Report on CIPD HRPM (pdf pages 21 - 33)

Activity 3 – Project work (pdf pages 34 - 49)

Activity 4 - Report on Team Dynamics (pdf pages 50 - 65)

Activity 5 – Development Plan (pdf pages 66 - 75)

Student Name: Nicola Westcott

Student Number: 1909408

CIPD Membership Number: 55478551

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: N Westcott

Date: 11/01/2020

Activity 1 – HR Development Programme Information

In September 2019, in order to increase my knowledge of the Human Resource function, I started studying the CIPD Level 5 Diploma in Applied Human Resources. This is a Higher Apprenticeship qualification in HR Management and is equivalent to the second year of a university degree in the UK.

The course is provided by the University of Wales Trinity St. David and is also forms part of an apprenticeship scheme run by Coleg Sir Gar.

The course is delivered over two years and learning is divided between distance learning, monthly workshops held at Coleg Sir Gar Pibwrlwyd on a Wednesday between 09:30 – 16:30 (refer to EV1) and on the job training. The course is divided into 16 modules, including 5 core modules, 6 knowledge based and 5 competence-based modules (refer to EV2). Each module explains the purpose & aim of the module along with the learning outcomes (refer to EV3).

Each module has one assignment or requires you to submit a port-folio of evidence which is assessed, and the result is pass/refer/fail. If you receive a refer, the assignment must be re-worked in order to pass. All assignments must be passed in order to achieve the qualification.

Resources for studying each module are available under the following:

- Programme Handbook
- The Learning Plan for each module
- Timetable
- Reading lists
- Moodle
- Student email
- Library
- Social media –Linked In, Facebook

As mentioned, the qualification is obtained through a combination of learning methods. The total qualification time is approx. 900 hours, consisting of 450 hours guided learning and 450 hours self-study. Guided learning hours (both off and on the job), classroom attendance and activities, self-study learning for preparation of assessments. The university has published a handbook to assist distance learners with their studies (refer to EV4 & EV5).

The CIPD qualification is part of an apprenticeship scheme through B-wbl, which delivers work-based training in Wales. The apprenticeship scheme ensures learners have the support and opportunities required to study the qualification. Under the scheme a training adviser is assigned who will conduct regular reviews (every 56 days), workplace assessments, help with study needs, career planning and identify any support needs. (refer to EV6). Details of all reviews are recorded on the E-track system (refer to EV7).

Whilst undertaking the qualification, I have become a student member of the University and Cole Sir Gar. Being a student member gives you access to host of online resources. The student Hwb (refer to EV8) which is full of information regarding the courses, contact details, IT helpdesk any help or assistance that maybe required throughout the duration of study.

Another important and very useful part of the university site is Moodle, this is a virtual learning platform used to assist teaching (refer to EV9). Moodle's features allow students to:

- access course materials
- enables communication between students and tutors
- support group tasks
- upload online assessments with automatic marking and feedback facilities
- displaying announcements e.g. lecture venue changed
- submission of assignments electronically
- administration of online surveys, such as module questionnaires.

The online library and learning resource are also a useful tool, where you can access books, resources 24 hours a day in order to assist with assignments. The above are all available on the university website via quick links (refer to EV10).

All information was explained clearly on the induction day at the college. An induction questionnaire was completed in order to ensure that all information had been covered regarding the course (refer to EV11).

Becoming a student of the UWSTD means that the student code of conduct should always be adhered to. This sets out what is expected from students of the University and details what behaviour is unacceptable against people, property or the university. Any incidents of mis-conduct will be investigated and dealt with appropriately (refer to EV12).

All programmes of study that lead to a qualification in CIPD require you to join the CIPD as student member (refer to EV13). CIPD membership gives you access to the latest Human Resource and learning and development information. It can also increase your professional credibility and assist with development tools, networking opportunities and discounts. On successful completion of the qualification, students can use AssocCIPD after their name.

Being a member of the CIPD, which is a professional body for HR and people development, that champions better work and working lives means that all members (regardless of what stage a member is at) must adhere to the Code of Professional Conduct.

These are divided into the following:

- Professional Competence and Behaviour
- Ethical Standards and Integrity
- Representative of the Profession
- Stewardship

Any alleged breaches of the Code are taken very seriously. Allegations of misconduct are investigated and conduct procedures applied as set out in the CIPD's Regulations available on the website (refer to EV14).

EV1 – Programme Timetable & Structure

PROGRAMME STRUCTURE

Order of Delivery	Module Code	Module (Unit)	Module Group	Credits	ASSESSMENT DETAILS	
					Method of Assessment	Submission Date(s)
YEAR 1						
1	BMPD5002	Using a Research Approach in HR	Core	4	Written response, research report	18/11/19 29/6/20
2	BMPD5000	Developing Professional Practice in Human Resources	Core	8	Portfolio of Evidence, Updated Plan	13/1/20 24/5/21
3	BMPD5003	Understanding the Contemporary HR Function	Core	4	Slides and notes pages	17/2/20
4	BMPD5001	Understanding the Business Context of HR	Core	4	Written report, analysis notes	16/3/20
5	BMPD5004	Understanding Employment Law	Core	6	Written answers to questions	27/4/20
6	BMPD5008	Understanding the Management of Employment Relations	A	4	Written answers to questions	25/5/20
7	BMPD5006	Understanding the Link between Individual and Organisational Performance	A	4	Slides and notes pages	14/9/20
8	BMPD5012	Contributing to Improving Organisational Performance	B	8	Portfolio of Evidence	14/9/20
YEAR 2						
9	BMPD5007	Understanding Employee Engagement	A	4	Briefing paper	19/10/20
10	BMPD5013	Contributing to Employee Engagement in the Organisation	B	8	Portfolio of Evidence	9/11/20
11	BMPD5010	Understanding the Management of Change	A	4	Slides or screen shots with notes pages	11/12/20
12	BMPD5015	Contributing to the Management of Change	B	8	Portfolio of Evidence	18/1/21
13	BMPD5009	Understanding Coaching and Mentoring in the Organisation	A	4	Briefing paper	15/2/21
14	BMPD5014	Contributing to Coaching and Mentoring in the Organisation	B	8	Portfolio of Evidence	15/3/21
15	BMPD5005	Understanding Resourcing and Talent Planning	A	4	Written answers to questions	19/4/21
16	BMPD5011	Contributing to Resourcing and Talent Planning in the Organisation	B	8	Portfolio of Evidence	24/5/21

ACADEMIC YEAR 2019/2020

The academic year 2019/2020 will be divided up as follows:

Induction	25/09/2019
Term 1:	23/09/2019 – 13/12/2019
Term 2:	06/01/2020 – 27/03/2020
Term 3:	20/04/2020 – 10/07/2020

EV2 - Modules

(1) CIPD Diploma in Applied Human Resources

The Level 5 Diploma in Applied Human Resources is comprised of 16 modules (units), totalling 90 credits (QCF), delivered over 2 years. The units are grouped as follows:

No. of units	Module type	Credits
5	<i>Core units</i>	26
6	<i>Group A - knowledge based units</i>	24
5	<i>Group B - competence based units</i>	40

The length of the block of teaching per unit will depend on the number of CIPD specific credits afforded to the unit. Details of the units are supplied later on in the handbook, and will be accessible on Moodle.

Guided Learning Hours

The CIPD guided learning hours for this programme of study is 450 hours:

250 hours to cover the core units and Group A optional units.

200 hours to cover the Group B optional units

EV3 – Module Aim & Learning Outcome

MODULE CODE: BMPD5000

DEVELOPING PROFESSIONAL PRACTICE IN HUMAN RESOURCES

Purpose and aim of unit

The aim of this unit is to enable the learner to develop a sound understanding of the knowledge, skills and behaviours required by human resources (HR) professionals, whether in a generalist or specialist role. The unit clarifies the context of the learner's specific HR development programme and the opportunities it affords to prepare for a career in HR. It explores a range of roles and career paths available in HR and considers the wider performance requirements, including work management, creative problem-solving and teamwork, required of HR professionals. Having explored HR as a profession, learners are supported to assess their strengths and development areas against HR practice capabilities, identify development objectives, and devise and implement a plan for continuing professional development (CPD). The unit also addresses many of the standards of attainment set out in the Personal Learning and Thinking Skills (PLTS) national outcomes.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the components of a specific HR career development programme.
- 2 Understand the range of HR roles and behavioural requirements of HR professionals.
- 3 Be able to manage self and workload to meet performance requirements.
- 4 Be able to work collaboratively with others, as a member of a team or working group.
- 5 Be able to apply CPD techniques to devise, implement and review a personal development plan.

EV4 – Manage your Learning

CIPD Diploma in Applied Human Resources

Managing your Learning

The CIPD Diploma in Applied Human Resources is a 90 credit qualification with a Total Qualification Time (TQT) of 900 hours. The TQT is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self-study, preparation and assessment (CIPD, 2017).

Guided learning hours includes off and on the job learning.

Off-the-job learning is characterised by formal or planned taught sessions (workshops) delivered by qualified training staff plus specified activities in your learning plan;

On-the-job learning hours are those which enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will take place in the workplace and is also specified in your learning plan.

(Welsh Government, 2017)

Self-study (also referred to as self-directed learning in CIPD documentation) – this is additional reading/other learning as chosen by you, to expand your knowledge and enable you to complete the assessments. Reading lists are provided for each module to help you with this.

The table below shows how each module is structured in terms of credits, guided learning hours and self-directed learning.

Module	Credits	Guided Learning Hours	Self-directed Learning
Using a Research Approach in Human Resources	4	20	20
Developing Professional Practice in Human Resources	8	40	40
Understanding the Contemporary HR Function	4	20	20
Understanding the Business Context of HR	4	20	20
Understanding Employment Law	6	30	30
Understanding the Management of Employment Relations	4	20	20
Understanding the Link between Individual and Organisational Performance	4	20	20

Contributing to Improving Organisational Performance	8	40	40
Understanding Employee Engagement	4	20	20
Contributing to Employee Engagement in the Organisation	8	40	40
Understanding the Management of Change	4	20	20
Contributing to the Management of Change	8	40	40
Understanding Coaching and Mentoring in the Organisation	4	20	20
Contributing to Coaching and Mentoring in the Organisation	8	40	40
Understanding Resourcing and Talent Planning	4	20	20
Contributing to Resourcing and Talent Planning in the Organisation	8	40	40
Totals	90 credits	450 hours	450 hours

How to manage your learning:

The above means that you will need to manage your learning as follows:

1. Attend the monthly workshops which form part of the guided learning hours.
2. Complete activities in your learning plan (2-3 hours per week) which also form part of the guided learning hours.
3. Read and prepare for your assessments (an additional 5-6 hours per week).

The Business School

12th September 2018

EV5 – Distance Learning

University Regulations

Distance Learning Student Guide

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1	ABOUT YOU AND THE UNIVERSITY	1
1.1	What is the purpose of this handbook?	1
1.2	The University's Framework for distance learning.....	2
1.3	How can I make my views known to the University?	2
1.4	Study periods and submission deadlines	2
1.5	How will the University contact me?.....	3
1.6	What is MyTSD?.....	3
2	ABOUT YOU AND YOUR ACADEMIC PROGRESS	3
2.1	How do I know what is expected of me and what I can expect from my tutors?	3
2.2	Graduate Summer School and residential events	3
2.3	'Attendance' for Distance Learning Students	4
2.4	What might happen if my progress is unsatisfactory?	4
3	ABOUT YOU AND ASSESSMENT/EXAMINATIONS	4
3.1	What are the examination requirements for Distance Learning Students?	4
4	SUPPORT FOR DISTANCE LEARNING STUDENTS	5
4.1	Pastoral Care.....	5
4.2	Student Services	5
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EV6 – Coleg Sir Gar Induction Handbook

	colegsirgâr		colegceredigion
APPRENTICESHIP			
College Induction 2019-2020			
Learner Name: <u>Nicola Westcott</u>			
Tutor Name: <u>Julie Thomas</u>			
Course: <u>CIPD</u>			
Date Induction booklet received: <u>25/9/19</u>			
Learner signature: <u>N. Westcott</u>			
Training adviser signature: _____			
			
Mae'r Rhaglenni Prentisiaeth, Hyfforddolaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gyndelithasol Ewrop The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund. This booklet to be given to the learner to complete and keep			

EV6 – Coleg Sir Gar Induction Handbook (cont...)

Contents	
Introduction	7
Benefits of being a member of B-wbl	8
ALL YOU NEED TO KNOW ABOUT WORK BASED LEARNING PROGRAMMES	10
Work Based Learning Programmes	11
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Who can help with your learning and college work?	43
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Introduction

Croeso I Coleg Sir Gâr / Welcome to Coleg Sir Gâr
 Croeso I Coleg Ceredigion/Welcome to Coleg Ceredigion
 Coleg Sir Gâr's/Coleg Ceredigion's Mission Statement
Bod yn rhagorol – y Coleg dewisol
To be excellent – The College of choice

Apprenticeship and Traineeship programmes are contracted to Training Providers by the Welsh Government. Coleg Sir Gâr/Coleg Ceredigion delivers its work based learning provision within a consortium of training providers (B-wbl) led by Pembrokeshire College. Members include:

PRP Training Ltd, Cymru Care Training Ltd, Coleg Gwent, Bridgend College, The People Business Wales and Tydfil Training Consortium Ltd.

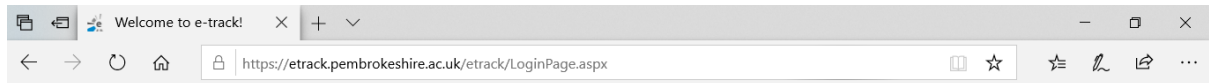
Useful Contacts:

Main Switch board number 01554 748000
 Pibwrlwyd Campus office 01554 748264
 Ammanford Campus office 01554 748318
 Graig Campus office 01554 748051
 Jobs Well Campus office 01554 748201
 Gelli Aur Campus office 01554 748578
 Cardigan Campus office 01239 612032
 Aberystwyth Campus office 01970 639700

Coleg Sir Gâr Graig Campus Sandy Road Pill Uskell SA15 4DN	Coleg Ceredigion Idenwylfa Campus Hastings Farm Aberystwyth Ceredigion SY23 3BP	Coleg Ceredigion Cardigan Campus Park Place Cardigan SA48 3JL	Coleg Sir Gâr Ammanford Campus Dyffryn Road Ammanford SA16 3TA	Coleg Sir Gâr Gelli Aur Campus Gelli Aur Hendell SA22 9RL	Coleg Sir Gâr Pibwrlwyd Campus Pibwrlwyd Carmarthen SA31 2BH	Coleg Sir Gâr Jobs Well Campus Jobs Well Road Carmarthen SA31 5HF
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EV7 - Etrack

<https://etrack.pembrokeshire.ac.uk/etrack>



Username

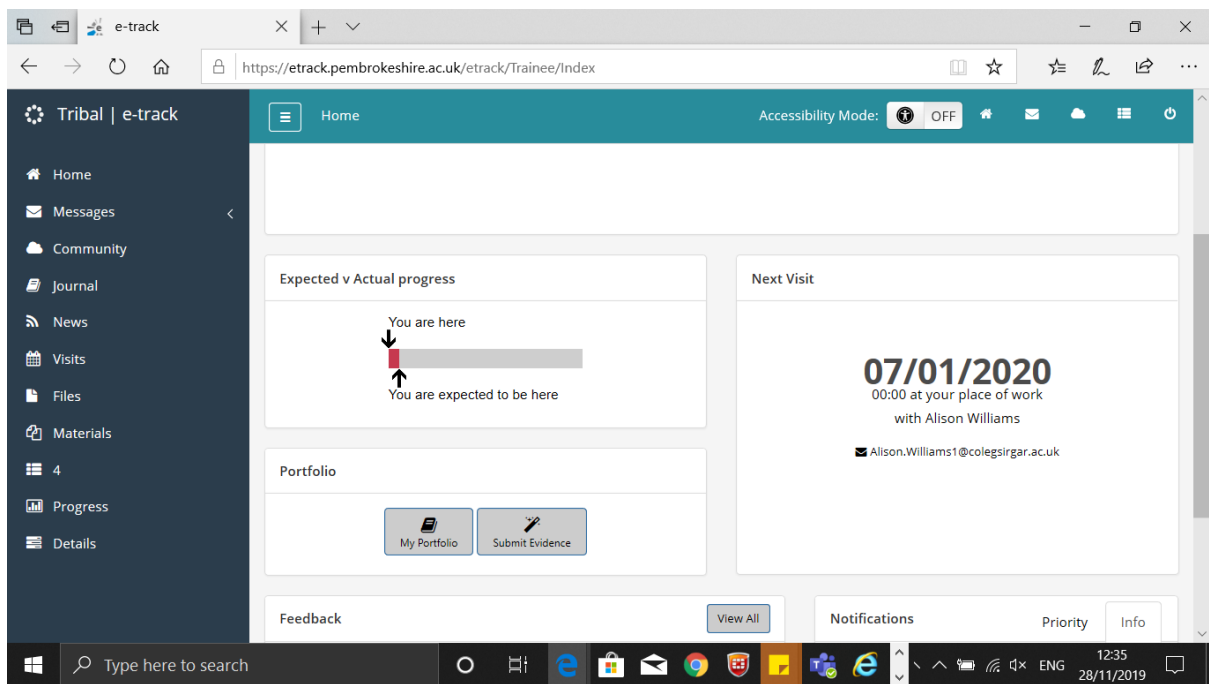
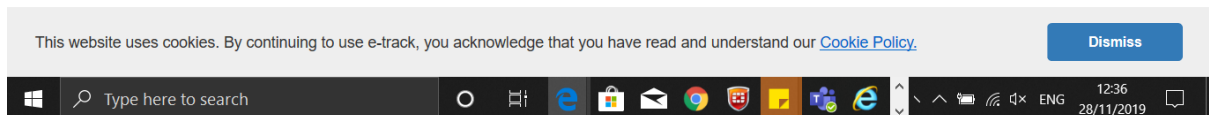
Password

[Forgotten Password?](#)

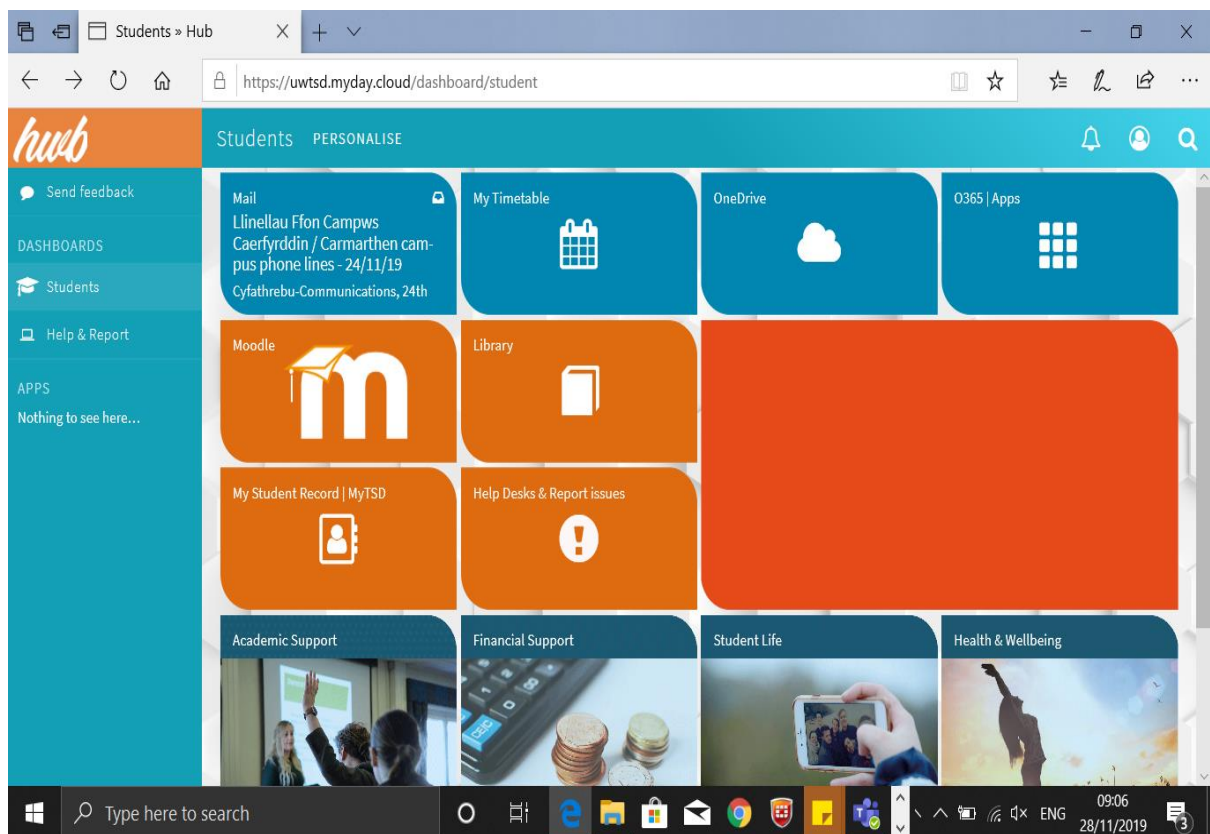
☐ Save Details

Log in

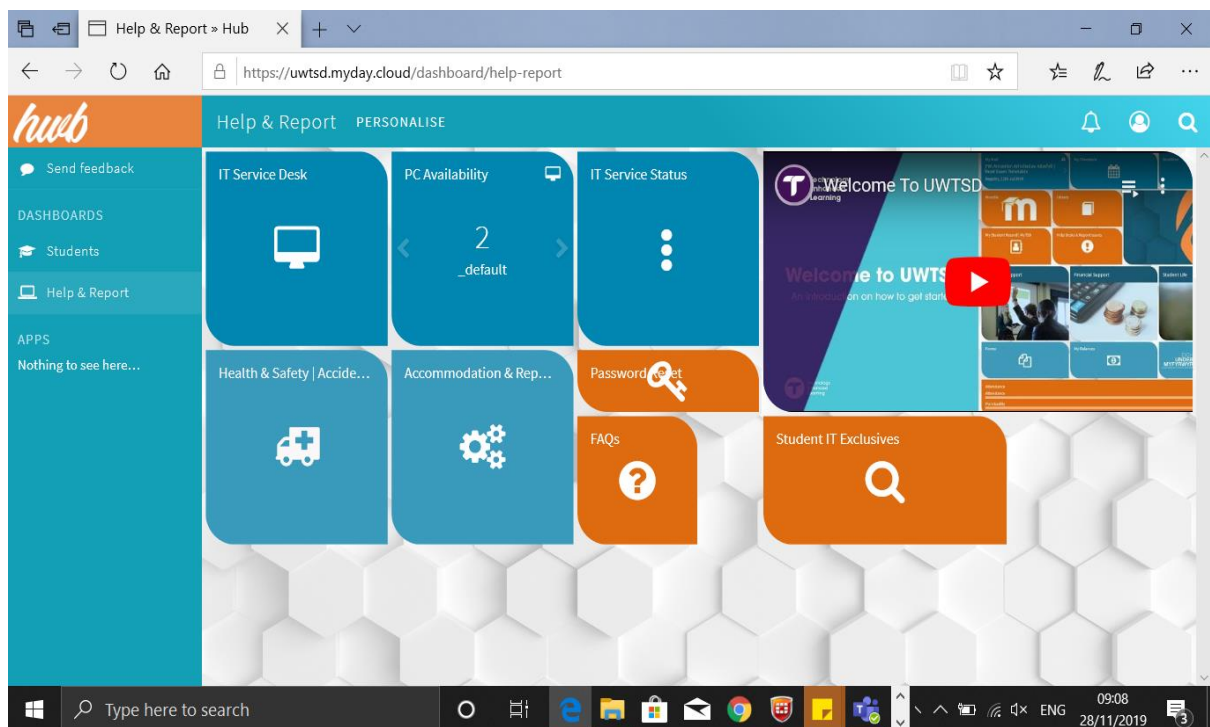
Are you a learner without an e-track account? Click [here](#) to signup now



EV8 – Student Hwb



The screenshot shows the 'Students Hub' dashboard in a web browser. The address bar displays 'https://uwtsd.myday.cloud/dashboard/student'. The page features a teal header with the 'hwb' logo and navigation links for 'Students' and 'PERSONALISE'. A left sidebar contains links for 'Send feedback', 'DASHBOARDS', 'Students', 'Help & Report', and 'APPS'. The main content area is a grid of tiles: 'Mail' (with a message about Llinellau Ffon Campws), 'My Timetable', 'OneDrive', '0365 | Apps', 'Moodle', 'Library', 'My Student Record | MyTSD', 'Help Desks & Report issues', 'Academic Support', 'Financial Support', 'Student Life', and 'Health & Wellbeing'. A large orange rectangle is also present. The Windows taskbar at the bottom shows the search bar and various application icons, with the system clock indicating 09:06 on 28/11/2019.



The screenshot shows the 'Help & Report Hub' dashboard in a web browser. The address bar displays 'https://uwtsd.myday.cloud/dashboard/help-report'. The page features a teal header with the 'hwb' logo and navigation links for 'Help & Report' and 'PERSONALISE'. A left sidebar contains links for 'Send feedback', 'DASHBOARDS', 'Students', 'Help & Report', and 'APPS'. The main content area is a grid of tiles: 'IT Service Desk', 'PC Availability' (showing '2 _default'), 'IT Service Status', 'Health & Safety | Accide...', 'Accommodation & Rep...', 'Password Reset', 'FAQs', 'Student IT Exclusives', and a 'Welcome To UWTSD' video player. The Windows taskbar at the bottom shows the search bar and various application icons, with the system clock indicating 09:08 on 28/11/2019.

EV9 - Moodle

The top screenshot shows a Moodle course page at <https://moodle.uwtsd.ac.uk/course/view.php?id=5464>. The page features a large advertisement for Kogan Page's Black Friday 30% discount, valid until 29th November 2019. The ad includes the Kogan Page logo and the text "Save 30% for a limited time on all titles. Offer ends 29th November 2019. BLACK FRIDAY 30% DISCOUNT. Discount code: FLASH30". To the right of the ad, there is a "Latest announcements" section listing events such as "25 Nov, 11:07 Julie Thomas 30% off Kogan Page Books until 29th November 2019 - Use code FLASH30" and "25 Nov, 11:01 Julie Thomas Optional Tutorials/Staff-Student Committee Meetings".

The bottom screenshot shows the same Moodle course page, but with the course title "CIPD Diploma in Applied Human Resources (CIPDL5-PTCIPD-IDA)" prominently displayed. Below the title, there is a breadcrumb trail: "Home > My modules > CIPDL5-PTCIPD-IDA". The "General" section is expanded, showing "Announcements" and "Lecturer Contact Details" for Julie Thomas. The contact details state: "I am available to answer your queries from Monday to Friday, 9am to 5pm in Term Time. Email: julie.thomas@uwtsd.ac.uk". To the right, the "Upcoming events" section lists "Year 1 Workshop - Understanding the Contemporary HR Function" on Wednesday, 4 December, 9:30 AM, and "Year 2 Workshop - Understanding Coaching and Mentoring" on Wednesday, 11 December, 9:30 AM.

EV9 – Moodle (cont...)

The screenshot shows a web browser window with the URL <https://moodle.uwtsd.ac.uk/course/view.php?id=5464>. The browser's address bar and tabs are visible at the top. The Moodle interface includes a navigation menu on the left with 'Home', 'My Modules', 'Moodle Archives', and 'English (en)'. The main content area features a section titled 'How to use this Programme Page:' with instructions to click on 'Course Information' for general information and other tiles for module-specific information. Below this is an 'Ask and Answer Forum' section with a message from Julie. At the bottom, there are two tiles: 'Course Information' featuring the University of Wales logo and 'Using a Research Approach i...'. The Windows taskbar at the bottom shows the search bar and several application icons.

This screenshot shows the same Moodle course page, but with a different layout. The 'How to use this Programme Page:' section is no longer visible. Instead, there is a grid of six course tiles. The first tile is 'Course Information' with the University of Wales logo. The second tile is 'Using a Research Approach i...'. The third tile is 'Developing Professional Pra...' with a book cover. The fourth tile is 'Understanding the Contemp...' with a book cover. The fifth tile is 'Understanding the Business...' with a book cover. The sixth tile is 'Understanding Employment...' with a book cover. The URL in the address bar is <https://moodle.uwtsd.ac.uk/course/view.php?id=5464#section-2>. The Windows taskbar at the bottom shows the search bar and several application icons.

EV10 – Online Resources

The screenshot shows a web browser window with the URL <https://www.uwtsd.ac.uk/library/#>. The page has a dark blue header with the text "Our Libraries and Opening Times ▶". Below this is a large image of a person in a library. To the right of the image is the section "STUDENT ESSENTIALS, HELP AND SUPPORT". The text below this section states: "The Library and Learning Resources service of the University of Wales Trinity Saint David aims to support all members of the University by providing information services of high quality and by meeting the learning resource needs of all its students, staff and researchers." Below this is a pink button that says "Leave a message". At the bottom of the page, there is a Windows taskbar with a search bar and system icons.

Our Libraries and Opening Times ▶

STUDENT ESSENTIALS, HELP AND SUPPORT

The Library and Learning Resources service of the University of Wales Trinity Saint David aims to support all members of the University by providing information services of high quality and by meeting the learning resource needs of all its students, staff and researchers.

Visit us for help with finding information both online and in print, to access a PC or to find a place to study.

Our Libraries offer a range of study spaces to suit your needs and our friendly and knowledgeable staff

The screenshot shows the same web browser window with the URL <https://www.uwtsd.ac.uk/library/#>. The page has a dark blue header with the text "Our Libraries and Opening Times ▶". Below this is a large image of a library interior. Overlaid on the image is the section "LIBRARY RESOURCES". The text below this section states: "Our online library is available 24-7! Students and staff can access a wide range of electronic resources, including e-books, e-journals, specialist databases, online newspapers and much more." Below this is a white button that says "FIND OUT MORE". At the bottom of the page, there is a dark blue footer with the text "Contact Library and Learning Resources ▶" and a pink button that says "Leave a message". At the bottom of the page, there is a Windows taskbar with a search bar and system icons.

LIBRARY RESOURCES

Our online library is available 24-7! Students and staff can access a wide range of electronic resources, including e-books, e-journals, specialist databases, online newspapers and much more.

FIND OUT MORE

Contact Library and Learning Resources ▶

EV11 – Induction Questionnaire

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

Question	Answer
1. When, where and at what time will the course will be delivered?	Pilsbury Road - College Six Gate Wednesday 9:30 - 4:30
2. How many modules form part of the programme?	16 Modules (5 Core Knowledge)
3. When are the workshops this term?	25th Sept, 28th Oct, 20th Nov, 4th Dec 2019
4. What is Moodle?	Access course information links, reference material
5. What is Eduroam?	the wifi network
6. What is Turnitin?	the link that is used to upload assignments
7. Do you know when you are required to hand in work?	Yes - dates are on timetable
8. What are the core texts for this programme?	Studying Human Resource Management Human Resource Management Introduction to Employment Law
9. Do you know how to access the library catalogue?	Yes through Moodle quick links
10. Do you know who to go to if you have a question/concern about the course?	Yes - course tutor Julie Thomas
11. What is the name of the Training Adviser?	Aileen Williams
12. What is the name of the Course Lecturer?	Julie Thomas
13. Will you be expected to complete work outside lessons?	Yes ASCHS self study
14. Do you need to be a member of the CIPD?	Yes
15. What support is available for study skills?	Library / Moodle / Bookshop
16. Do you know where the fire-exits and first aid points are for the building?	Yes
17. How many credits is the programme?	90 credits
18. What is the length of the programme?	2 years
19. Have you been given access to the student handbook and time-table?	Yes
20. What academic level is this qualification?	Level 5 Undergraduate

Name: Nicola Westcott

Signed: N. Westcott

CIPD Membership Number (to be added when available):

Signature of Lecturer: 

Date: 20/11/19

SE1: Student Code of Conduct

Introduction

The University is keen to foster a culture where all are expected to behave appropriately and to provide an inclusive, supportive, and safe learning environment in which all students and staff can flourish and are able to fulfil their personal potential.

The Code of Conduct complements the Student Charter which states that students are expected to:

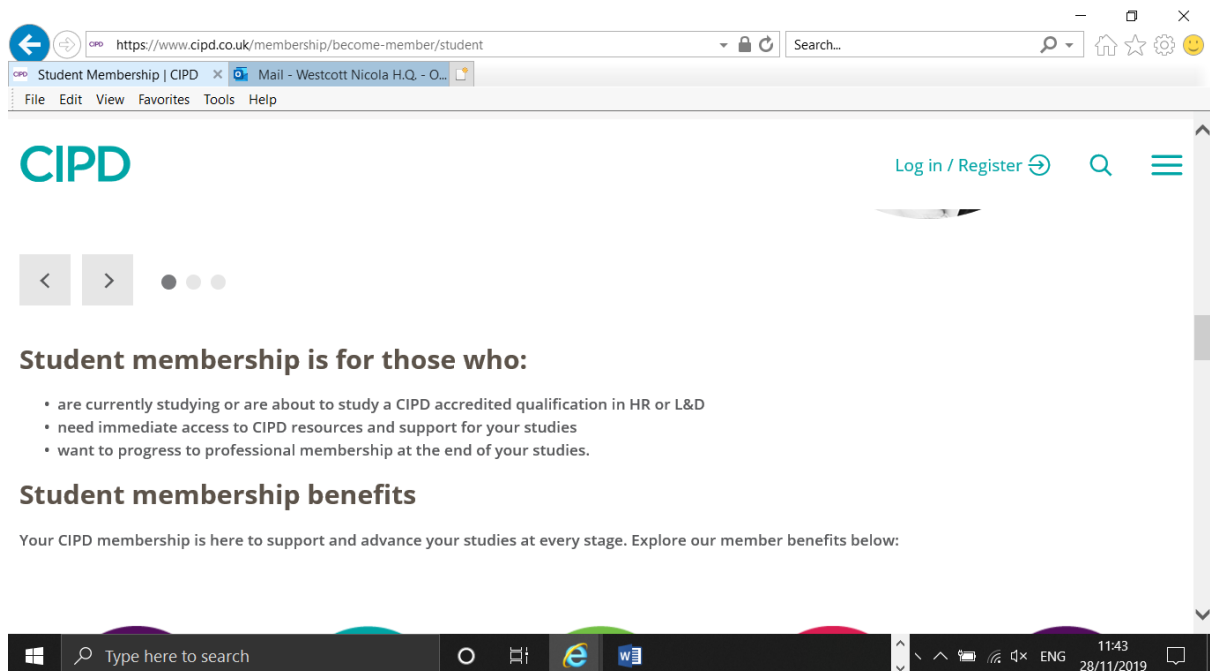
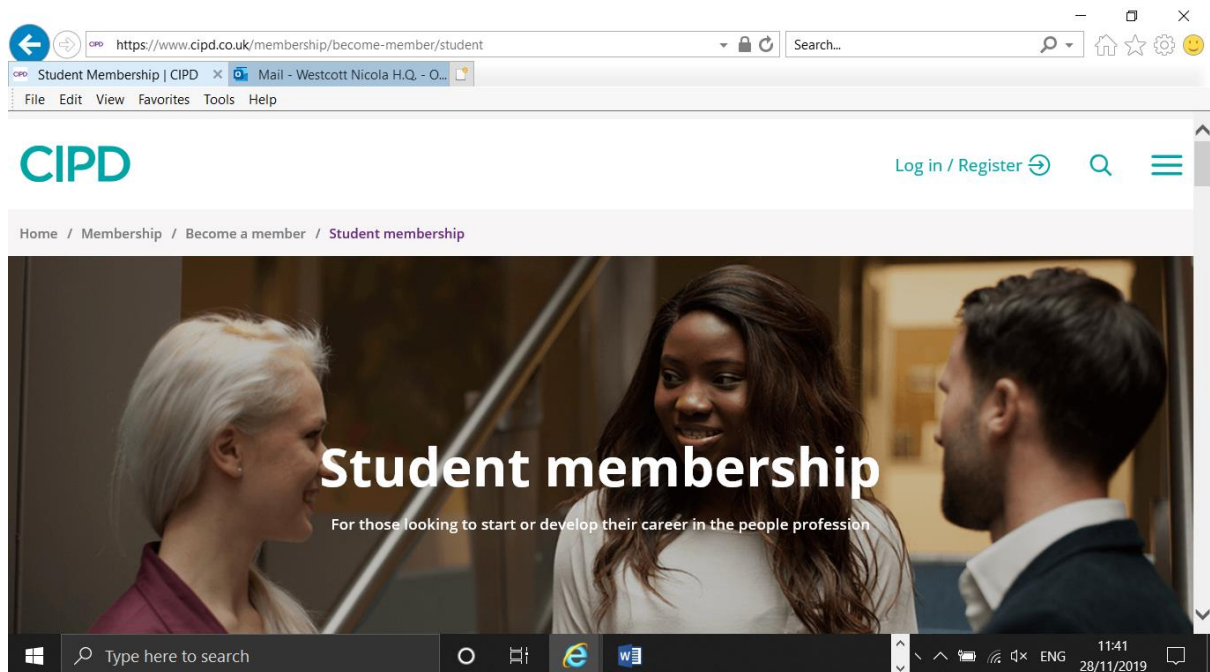
- recognise the importance of equality and diversity in the University by treating all members of the university community with respect both in person and on other channels such as social media.
- act as a responsible ambassador for the University through good conduct and engagement with the local community and environment.
- use the facilities and resources of the University with respect and consideration

Definitions

Consent	a person consents if they agree by choice and has the freedom and capacity to make that choice
Protected characteristic	a group protected by the Equality Act 2010: individual's sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age
Harassment	unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
Bullying	offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

EV13 – CIPD Student Membership

<https://www.cipd.co.uk/membership/become-member/student>



EV14 – CIPD Codes of Conduct



Code of Professional Conduct

As the professional body for HR and people development, the CIPD is the voice of a worldwide community of more than 145,000 members committed to championing better work and working lives. We set high standards of entry for membership and require all of our members to adhere to the standards and behaviours ('obligations') set out in this Code of Professional Conduct.

These obligations are grouped into headings of Professional Competence and Behaviour, Ethical Standards and Integrity, Representative of the Profession and Stewardship. They apply universally – at all stages of a CIPD member's career, regardless of size, sector or specialism, and your membership commits you to upholding and maintaining these. We take concerns regarding alleged breaches of the Code very seriously. In order to consider allegations of misconduct, Investigation and Conduct procedures apply and these are set out in the CIPD's Regulations available on the website.

1 Professional Competence and Behaviour

Members of the CIPD shall:

- 1.1 maintain professional knowledge and competence through continuing professional development, to ensure they provide a professional, up to date and insightful service
- 1.2 seek appropriate support if business needs require involvement in new areas of activity
- 1.3 accept responsibility for their own professional actions and decisions
- 1.4 apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.

2 Ethical Standards and Integrity

Members of the CIPD shall:

- 2.1 establish, maintain and develop business relationships based on confidence, trust and respect
- 2.2 exhibit and role model professional and personal integrity and honesty at all times
- 2.3 demonstrate and promote sensitivity for the customs, practices, culture and personal beliefs of

-
- 2.4 champion employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity
 - 2.5 safeguard all confidential, commercially sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.

3 Representative of the profession

Members of the CIPD shall:

- 3.1 always act in a way which supports and upholds the reputation and values of the profession.
- 3.2 uphold their responsibilities as professional people towards the wider community
- 3.3 comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct, taking action as appropriate.
- 3.4 exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct
- 3.5 be mindful of the distinction between acting in a personal and professional capacity.

4 Stewardship

Members of the CIPD shall:

- 4.1 demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence
- 4.2 challenge others if they suspect unlawful or unethical conduct or behaviour, taking action as appropriate
- 4.3 ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others
- 4.4 promote appropriate people management and development practices to influence and enable the achievement of business objectives
- 4.5 ensure those working for them have the appropriate level of competence, supervision and support.

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 2 - Report on CIPD Profession Map

Word Count: 1138

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Student Number: 1909408

CIPD Membership Number: 55478551

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: N Westcott

Date: 08/01/2020

Report on CIPD Profession Map

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Executive Summary

The aim of this research report is to explain how the CIPD HRPM professional areas and bands define the HR profession and why the HRPM behaviours are essential to be an effective HR professional.

Being a professional in any career is someone who undertakes their role to a high standard. This can be broken down into four areas or circles. Firstly, to be a professional you must be able to manage your own skills, knowledge and behaviour. To move to the next level of professionalism you must be able to manage groups and teams. The next level is to manage upwards by integrating plans and strategies. The final level is to manage across the organisation, by communicating effectively to influence line managers of the benefit of these strategies.

The 2013 CIPD HRP map is designed and built with these ideas in mind. The CIPD membership levels also reflect this:

Associate Level is consistent performance at Band 1, ready to move to Band 2

Chartered Member is consistent performance at Band 2 ready to move to Band 3

Chartered Fellow is consistent performance at Band 3, ready to move to Band 4.

The majority of HR Professionals in the UK are members of the CIPD, which is the only professional body currently operating in the HR area (Taylor and Woodhams 2016). The CIPD sets out standards of conduct for the HR profession.

The map can be used to improve performance and confidence, by helping individuals make decisions. Assessing and building on team capabilities, which leads to organisational change and improved performance.

The methodology used in this report included the gathering of secondary and primary data. Secondary data was captured through literature review of the CIPD map and primary data through undertaking a self-assessment of the map in order to gain insight and understanding of the map, professional areas, behaviours, bands and the transition through the bands.

Following this report recommendations will be made to all HR team members to assess themselves against the CIPD HRPM to identify any development needs in order to put a development plan in place for CPD purposes.

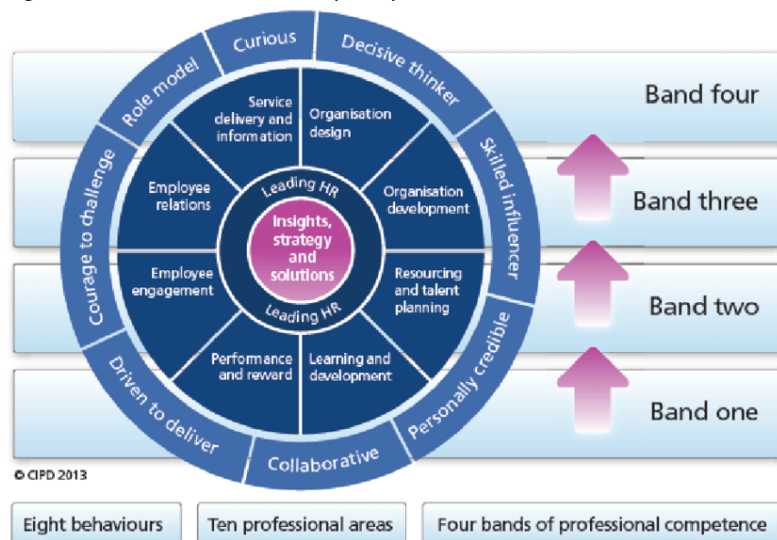
1.Introduction

Since its launch in 2013, the CIPD Profession Map has set out standards for HR professionals around the world. Continual research and collaboration have ensured that the map is updated with what is required at each career stage of the most successful HR professionals. The map can be used as a tool by HR Professionals and organisations to build capability, credibility, achievements are recognised through professional qualifications, areas of success or areas requiring improvement are identified, which in turn help to define a great HR.

2. Map design and use

The following design principles were used when developing The Profession Map. The map identifies ten professional areas and eight behaviours, split over four bands of professional competence. It describes what activities you need to do, and knowledge required for each area across the four bands of competence. It describes the behaviours a HR professional needs to carry out their activities. Each behaviour is shown across the four bands of professional competence. The map is relevant to HR professionals at all levels and describes how to transition from one band to another throughout an individual career.

Figure 1 CIPD HRPM, source, (2015)



2.1 Individuals

Individuals can benefit from using the map for CPD organisation and planning, appraisal preparation, preparation for CIPD membership, career progression, building a case for development, increase knowledge of the profession and interview preparation.

2.2 Organisations

Organisations can benefit by being able to identify skills required to make change happen, developing career pathways for teams and individuals, identify team's capabilities and areas for development, focusing on behaviours needed for success, build a competency framework, role profiles, and development programmes.

3. New HR Profession Map 2018

In 2018, the CIPD updated its profession map to reflect how the role of the HR professional will change in the future.

Chief executive Peter Cheese said, *'he wanted the new framework to help build confidence and trust in business and the profession and ultimately enable our wider purpose of championing better work and working lives. The world of work is changing fast. New roles, new skills and ways of working are emerging, along with different, more diverse organisational models – and with them, the role and capabilities of the people profession are changing too'* (Cheese / CIPD (2018)).

Figure 2 CIPD HRPM, source, (2018)



4. Professional Areas

There are two core professional areas which sit at the centre of the profession and eight additional professional areas of the CIPD HRPM.

4.1 Core Areas

4.1.1 Insights, strategy and solutions

Understanding the organisation and tailoring strategy and solutions to meet the needs of the organisation.

4.1.2 Leading HR

Support and develop others by acting as a role model to maximise contributions.

4.2 Functional Areas

4.2.1 Organisation design

Ensure organisational design is appropriate to ensure maximum efficiency.

4.2.2 Organisation development

Identify individual and organisational skills to achieve targets, change cultures and behaviours.

4.2.3 Resourcing and talent planning

Ensure correct resourcing, talent to achieve immediate and future goals.

4.2.4 Learning and development

Create a learning culture to meet strategic requirements.

4.2.5 Performance and reward

Recognise employee skills, performance by reward schemes.

4.2.6 Employee engagement

Ensure employees are fulfilled by their work which encourages greater contribution.

4.2.7 Employee Relations

Ensure appropriate management underpinned by relevant law, procedures and culture.

4.2.8 Service delivery and information

Ensure customer focused service and meaningful analytics to improve business.

5. Behaviours

Eight behaviours are identified by the HRPM that a HR professional needs to carry out their activities. There are both positive and negative aspects to each behaviour, however all are essential at some point for career development in order to be an effective HR professional

5.1 Curious

Seeks out new improved ways to add value to the organisation, by being open minded and inquisitive e.g. someone who wants seeks new improved ways of completing tasks. However, is focused on present and past, can fail to ask questions, often takes information at face value and rejects ideas without reflection.

5.2 Decisive thinker

Can analyse data/information quickly and use in a structured way in order to make decisions and recommendations e.g. someone who only focuses on their department. Can have a narrow focus, makes errors in analysing data and looks at symptoms not causes.

5.3 Skilled influencer

Has the ability to influence stakeholders in order to gain support and commitment e.g. researches and presents a new procedure. Does not take views of other into account or understand the impact on others.

5.4 Personally credible

Delivers expertise and professionalism that brings value to the organisation and stakeholders e.g. someone reliable who always ensures deadlines are met. May apply HR knowledge without considering the organisational requirements, does not share expertise with others.

5.5 Collaborative

Brings diversity by including and working with a range of individuals both inside and outside the organisation e.g. working with different departments to introduce new procedures. However, can withhold information and expertise from others.

5.6 Driven to deliver

Resourceful and determined in order to always deliver the best for the organization e.g. when targets need to be met. Does not always prioritise and finds it difficult to meet changing deadlines.

5.7 Courage to challenge

Prepared to challenge others with confidence e.g. someone who is prepared to challenge management decisions, however can come across as stubborn and blames others if things go wrong.

5.8 Role model

Has integrity, independence and impartial views and leads by example e.g. someone who always considers the impact on others, however can act inconsistently and may not consider impact on others.

6. Bands

Four bands of professional competence define what contribution that HR professionals make during their career, by defining where time is spent, what relationship and service they provide and how the contribution they make is measured and skill balance.

6.1 Band 1

Is customer focused, effectively manages data and information and supports the administration process. Contribution measured by efficiency. Skill balance = behavioural 30, technical 70.

6.2 Band 2

Advises/manages individual or team issues by evaluating solutions. Measured by problem solving. Skill balance = behavioural 50, technical 50.

6.3 Band 3

Leads professional areas, addresses challenges by providing ideas, solutions. Measured by being part of leadership team. Skill balance = behavioural 60, technical 40.

6.4 Band 4

Leads the HR function by understanding the organisation and client's needs and developing plans to suit these. Measured by being highly sought after. Skill balance = behavioural 80, technical 20.

7. Transitions through the bands

During an individual's career they will progress through the bands, in order to do, so tasks will be relinquished by learning to trust others, focus turns to broader issues, communication skills, influencing skills are improved and relationships are built in wider circles. Understanding the organisation and industry.

8. Conclusions

It is evident that the CIPD HRPM map is a useful tool in the career of all HR professionals. The areas, behaviours and bands, the map covers can identify development needs and aids an employee career development plan, enabling them to plan their CPD to become an effective HR Professional.

9. Recommendations

9.1 All members of the HR team undertake a self-assessment on the CIPD Professional Map to identify any personal development needs.

10. Bibliography and Referencing

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Activity 3 – Project Work

A HR Professional must have the ability to manage projects effectively, regardless of how long or short the project may be. Projects can be split into five stages which must be completed, initiation, planning and design, execution, monitoring and controlling and completion.

Working in a busy HR department in Mid & West Wales Fire & Rescue Service these skills are essential.

In May 2019, I was a member of a team that worked on our relevant area as part of a major systems upgrade to the HR/Payroll system, Core HR that we currently use. The aim of the upgrade was to allow other modules of the system to be developed and used to their full potential e.g. onboarding (refer to EV1). This was the initiation stage of the project.

The Core HR system that Mid & West Wales Fire & Rescue Service currently use, has a shared database system with South Wales Fire & Rescue Service, therefore this upgrade was relevant and had implications for both Services.

At the start of the project myself, members of the South Wales Fire Service and the upgrades team at CoreHR negotiated and agreed a suitable start date and timeline of the project to fit around all essential tasks. The timescale of the upgrade plan meant that it covered the main processing and payment date of the both Services, as well as being over a main holiday period, which also included 3 Bank holidays (Easter & May Day) along with other annual leave commitments, meaning that it was essential that we worked together as a team in order to minimise any impact to Service delivery (refer to EV2). This was the planning and design phase of the project.

Once agreed, a teamworks project group was then set up, detailing the stages of the project, tasks involved, timelines, details of where to access any guidance (refer to EV3). There was also an option to use a Gantt chart to monitor project progress (refer to EV4).

My part during the project co-ordinate the project to ensure it was completed on time, test and verify that all current elements and modules, either functioned as per the current version or had improved functionality. The upgrade had to run alongside normal day to day activities in order to ensure the all financial transactions were processed and deadlines met to ensure payment was made on payday.

My role involved running a full payrun cycle to a point, once I verified this and uploaded the relevant files, Core would then lock and clone the system into the version 27, they would then run the payroll in the new version, checks would then be made to identify any differences (refer to EV5). These were then sent to myself and my counterpart in South to check and confirm to Core what seemed to be the issue. The original system was then unlocked and day to day activities resumed. This was the execution part of the project.

Alongside this, we also had to test all other functions of the system, if any issues that were discovered, then my role would be to raise a case with the upgrade team and work with them until the issue was resolved (refer to EV6). This would involve emails, phone calls, brainstorming, checking and re-checking of the issue until fully resolved so that the case could be closed. Depending on what the issue was decided if it was a blocker to the go live date. The team would have weekly and then daily conference calls in order to go through the issues raised and try to put potential remedies in place ready for the go live date. This was the monitoring and controlling part of the project.

The main live pay run had to be processed and completed early in order to fit into the project timescale. Once this was completed, I was required to upload files to teamworks which Core would use to check again against the new version (refer to EV7). The system was then locked and cloned again into the new version in order to carry out another parallel run to check that the issues raised in the first parallel run did not reoccur and to also see if any new issues arose, following the input of a huge amount of temporary data. Again, any issues found had to be dealt with swiftly for the system to be released back to all users.

All deadlines were met, and the project was an outstanding success for all participants, the system was now at a stage that enabled future development to be undertaken successfully, a win-win outcome for all (refer to EV8). This was the completion stage of the project.

The project meant that not only did Mid & West colleagues have to work together as a team, but also South Wales colleagues along with members of the upgrades team and customer service representatives from Core also had to collaborate in order to ensure the project met the deadlines.

In order to ensure that this project was a success, it meant that it was essential that the five stages of project management were adhered to, initiation, planning and design, execution, monitoring and controlling and completion. My ability to be able to plan and monitor the project throughout, analyse and resolve problems quickly especially at critical times, the use of De Bono's 6 thinking hats came in useful when trying to resolve any issues that arose. The data had to be considered, who would it effect, the consequences, negative and positive, then think creatively in order to come up with resolutions and be organised when applying these. I also had to manage my own time and other time in order to ensure the normal payrun was completed on time as well as the parallel runs and testing the new version of the system.

It is also important that HR professionals are successful at influencing others in order to bring about organisational change. According to Yemm (2008) effective influencers should have knowledge, expertise, be empowered, friendly, have vision, and the ability to network and bargain. Therefore, my ability to be able to negotiate, influence and persuade others in decisions was key, especially in instances where they didn't fully understand the consequences e.g. if issues identified with pension contributions were not resolved, what were the consequences, if the payroll wasn't completed by the deadline, what would happen etc, therefore relying on expertise and experience was essential.

EV1 – Project Launch

corehr

Pre V23 – V27 Packaged Upgrade

Upgrade Services

corehr



Validation Testing

corehr

- The objective of the Validation Phase is to verify that the updated CoreHR system meets your operational requirements.
- Validation Execution must be completed as early as possible in order for CoreHR to close any items raised.
- Issues raised at the end of UAT will run the risk of not being completed on time.
- The Validation Phase does not include the implementation of new major features.
- UAT can be signed off with unresolved issues and a plan will be agreed between the CoreHR Project Manager and the Client Project Manager on the closure of any remaining items.

Draft Upgrade Project Plan

corehr

Phase	Duration	Start Date	End Date
Readiness	5 days	22 nd April	26 th April
Validation	10 days	29 th April	10 th May
Go Live	1.5	w/c 13 th May	
Post Go Live Support	2 weeks		

EV1 – Project Launch (cont...)

Modules in Scope

corehr

Modules:
CorePay
CorePersonnel
CoreTime
CoreExpense
Recruitment & E-Recruitment *
CoreBI
CoreSecurity

People Management : Social Onboarding

corehr

Provide a next-generation on-boarding/engagement experience to employees joining your organisation

- Ensure employees are setup to succeed and made welcome before they arrive and on their first day.
- Engage with them through an organisation tailored culture/experience.
- Maximise employee value/contribution to the organisation's goal & vision.



Recruitment

corehr

Online Email & Document Generation *

Automatically generate recruitment documents from MSS.

Applicant Assessment cards & Assessment History

- Enables independent analysis/feedback per panel member which can be reviewed by the recruiting manager or team.
- A holistic view of how the applicants have performed during the recruitment process with regards to interviews & assessments and how recruiting managers have scored them in relation to desirable/essential skills.

Anonymised Shortlisting

Specific applicant attributes can now be anonymised when viewed through the Interviews Widget - Interview Panel Tab.

External Interview panel members **

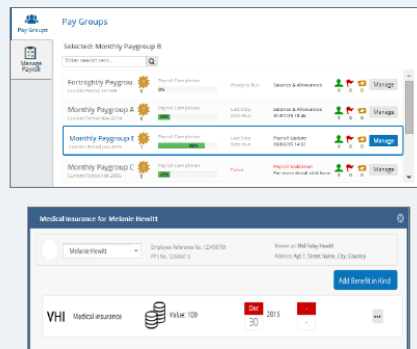
Enable external interviewers to view and shortlist candidates. Previously applicant info would have manually been sent out, reviewed by external panel member, sent back and reviewed/collated by recruitment team.

EV1 – Project Launch (cont...)

Payroll on the Web/Portal

corehr

- Simplified intuitive (prompting next task) Payroll process and monitoring of payroll tasks.
- Online notifications/reminder of payroll actions triggered by HR which require action by payroll.
- Task Manager facility to define and monitor your own "non-system" tasks.
- Redesigned & simplified employee data entry screens.
- Inbuilt Analytics per pay group and on-line summary of number of leavers, joiners, re-joiners with drill-down capability.
- Addition of "Key Observations" area impacting the payroll run.
- Gross to Net Comparisons: Current period to any previous pay period.



Payroll : Holiday Pay

corehr

Holiday Pay Module

- Enhanced Holiday Pay calculation to be triggered in Payroll automatically for Salary / Hourly Paid Staff
- Ability to define eligible Job Titles/Positions
- Specify the elements such as Over Time, Commission that may be required to be considered for the enhanced Holiday Pay payment
- System to automatically manage balance of Enhanced (EU Days) / Standard (Non-EU Days)

EV2 – Go Live Project Plan

WFRS Version 27 Upgrade - Go Live Project Plan						CoreHR Upgrade Services CoreHR Technical Services VFRS - Project Team
Task Name	Start Date	Finish Date	Status	Resource Teams	Comments	
Release Phase						
Version 23 - CoreHR LIVE Environment						
Information Gathering Document - Portal Screenshots	Tue 23/04/19	Thu 25/04/19	Outstanding	VFRS - Project Team		
Data Cleaning	Tue 23/04/19	Tue 23/04/19	Outstanding	VFRS - Project Team		
Test Case Creation	Tue 23/04/19	Fri 26/04/19	Outstanding	VFRS - Project Team		
Java Matrix Certification	Tue 23/04/19	Fri 26/04/19	Outstanding	VFRS - Project Team		
Learning Centre Review	Tue 23/04/19	Fri 26/04/19	Outstanding	VFRS - Project Team		
Critical Milestone: Confirm Readiness phase is complete by VFRS	Fri 26/04/19	Fri 26/04/19	Outstanding	VFRS - Project Team		
Environment Build						
Version 27 - CoreHR Upgrade Environment						
Confirmation that Payrolls at Point of Validation	Tue 23/04/19	Tue 23/04/19	Outstanding	VFRS - Project Team		**False Point of Validation**
Provide Gross to Net reports for pay group which was at POV	Tue 23/04/19	Tue 23/04/19	Outstanding	VFRS - Project Team		
Clone V23 Live to V23 UAT	Tue 23/04/19	Tue 23/04/19	Outstanding	CoreHR Technical Services		** Downtime of approx 1 hour during clone ~ 7pm is perfect
Release V27 Software to VFRS UAT Environment	Tue 23/04/19	Tue 23/04/19	Outstanding	CoreHR Technical Services		
Confirm the Clone & Major Release was successful	Wed 24/04/19	Wed 24/04/19	Outstanding	CoreHR Technical Services		
Version 27 - CoreHR Upgrade Environment						
Post Release Checks	Wed 24/04/19	Fri 26/04/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		
Payroll VFRS Reconciliation	Wed 24/04/19	Fri 26/04/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		
Critical Milestone: UPGRADE environment to be handed over to VFRS for acceptance testing	Fri 26/04/19	Fri 26/04/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		
Validation Phase						
Version 27 - CoreHR Upgrade Environment						
UAT - Validation Phase	Mon 29/04/19	Fri 10/05/19	Outstanding	VFRS - Project Team		
Interface Testing	Mon 29/04/19	Fri 10/05/19	Outstanding	VFRS - Project Team		
Issue Management	Mon 29/04/19	Fri 10/05/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		
Critical Milestone: Sign Off on UAT	Fri 10/05/19	Fri 10/05/19	Outstanding	VFRS - Project Team		
Live / Deploy						
Version 27 - CoreHR Upgrade / Live Environment						
Bring Payroll to POV						
1) Inform CoreHR that Pay Groups are at Point of Validation						
2) Gross to Net Extracts etc to be generated for Pay Groups and sent to CoreHR						
3) Confirmation given to CoreHR that all accounts can be looked						
Look Version 23 Accounts on LIVE						
Apply Portal & Downtime Message						
	Tue 14/05/19	Tue 14/05/19	Outstanding	VFRS - Project Team		**False Point of Validation**
	Tue 14/05/19	Tue 14/05/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		** Downtime from Tuesday COB until Thursday morning **
	Tue 14/05/19	Tue 14/05/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		
Go Live / Deploy						
Version 27 - CoreHR Upgrade / Live Environment						
Bring Payroll to POV						
1) Inform CoreHR that Pay Groups are at Point of Validation						
2) Gross to Net Extracts etc to be generated for Pay Groups and sent to CoreHR						
3) Confirmation given to CoreHR that all accounts can be looked						
Look Version 23 Accounts on LIVE						
Apply Portal & Downtime Message						
	Tue 14/05/19	Tue 14/05/19	Outstanding	VFRS - Project Team		**False Point of Validation**
	Tue 14/05/19	Tue 14/05/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		** Downtime from Tuesday COB until Thursday morning **
	Tue 14/05/19	Tue 14/05/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		
CoreHR V23 Live Environment Unavailable						
CoreHR DBA team take backup of Version 23 Live Environment	Tue 14/05/19	Tue 14/05/19	Outstanding	CoreHR Technical Services		
Release V27 Software to VFRS Live Environment	Tue 14/05/19	Tue 14/05/19	Outstanding	CoreHR Technical Services		
Post Release Checks	Wed 15/05/19	Wed 15/05/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		
Critical Milestone: Confirm handover of v27 LIVE environment to VFRS	Thu 16/05/19	Thu 16/05/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		First thing on Thursday the 16th of May
Live Version 27 Acceptance & Rollout						
Review Customer Lead Reconcile	Thu 16/05/19	Thu 16/05/19	Outstanding	VFRS - Project Team		
Smoke Testing	Thu 16/05/19	Thu 16/05/19	Outstanding	VFRS - Project Team		
Roll out system to all users	Thu 16/05/19	Thu 16/05/19	Outstanding	VFRS - Project Team		
Critical Milestone: Confirm live running on CoreHR Version 27 environment	Thu 16/05/19	Thu 16/05/19	Outstanding	VFRS - Project Team		
Live Running						
CoreHR (Upgrade Services) support 2 weeks	Thu 16/05/19	Thu 23/05/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		
Clone Live V27 to UAT V27	Mon 20/05/19	Mon 20/05/19	Outstanding	CoreHR Technical Services		
Critical Milestone: Version 27 Live environment to be handed over to Live Support Team	Thu 23/05/19	Thu 23/05/19	Outstanding	CoreHR Upgrade Services - Upgrades Team		
Automatic Patches						
Automatic Patch to v27.0.4 UAT Environment	Sat 18/05/19	Sat 18/05/19	Outstanding	CoreHR		
Regression Testing in v27 UAT Environment	Mon 20/05/19	Fri 24/05/19	Outstanding	VFRS - Project Team		
Automatic Patch to v27 Live Environment	Sat 25/05/19	Sat 25/05/19	Outstanding	CoreHR		

EV3 – Teamworks

https://corehr.teamwork.com/#/projects/509066/messages

Microsoft Office Home | Mail - Westcott Nicola H.Q. - O... | Wales Fire and Rescue Servi... X

File Edit View Favorites Tools Help

Home Projects Everything Calendar

corehr Smarter HR Technology

Categories

All Messages	12
No Category	12

Teamwork
Christine Byrne (CoreHR) in No category
19 Apr

Hi all,

You have now been added to the Teamwork project for the v27 Upgrade Project and should have received an invite which will allow you to log into Teamwork if you are a new user.

If you are new to Teamwork and have not received an email invite from Teamwork please check your spam/junk folder. When you receive the invite it will contain a message like in the screenshot attached. You will then need to click on the link next to 'Get Started' and this will bring you to a screen in Teamwork where you can set your password as shown in the second screenshot attached. Please note that Teamwork does not auto-generate a password when an account is set-up so you will need to complete the above steps to set your password.

For anyone with existing accounts you can log in with your credentials as before. If you cannot remember your password then please use the forgotten password functionality.
<https://corehr.teamwork.com/launchpad/login/projects>

Using Teamwork Messages

- Any email thread started on Teamwork (like this one) can be replied to directly from your email client

10:07 21/11/2019

https://corehr.teamwork.com/#/projects/509066/messages

Microsoft Office Home | Mail - Westcott Nicola H.Q. - O... | Wales Fire and Rescue Servi... X

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Categories

All Messages	12
No Category	12

Using Teamwork Messages

- Any email thread started on Teamwork (like this one) can be replied to directly from your email client (e.g. MS Outlook) as normal and it will be archived in Teamwork
- It is only for new email threads that you will need to log into Teamwork and create a new message
- Please use the 'Notify by Email' functionality when sending a message in Teamwork which will ensure that the relevant user gets an email notification that you are sending them a message
- As you will see, The 'Messages' section on Teamwork contains a number of threads related to the different systems and key tasks (e.g. TestRail, Information Gathering). If you have any queries around any of the systems or tasks can you please add a comment to the corresponding thread rather than creating a new thread to ensure full visibility for project teams on both sides

If you are new to Teamwork, you may find it useful to watch the video at the link below. This video will provide any new user will a good overview of the software. You can also visit the Teamwork Support Centre which contains a number of help docs - <https://support.teamwork.com/projects>.
https://www.youtube.com/watch?v=6Qo7JU_WVeQ

Kind regards
Christine

10:08 21/11/2019

EV3 – Teamworks (cont....)

The screenshot shows a web browser window with the URL <https://corehr.teamwork.com/#/projects/509066/messages>. The browser tabs include 'Microsoft Office Home', 'Mail - Westcott Nicola H.Q. - O...', and 'Wales Fire and Rescue Servi...'. The CoreHR interface has a top navigation bar with 'Home', 'Projects', 'Everything', and 'Calendar'. A search bar is present. On the left, a sidebar shows the 'corehr' logo and a 'Categories' section with 'All Messages' (12) and 'No Category' (12). The main content area is titled 'Friday, April 19th' and displays a message from 'CB' (Christine Byrne) with the subject 'Release Phase: Launch'. The message text reads: 'Hi Darren, Welcome to the Release Phase of the project. During this phase, we will be working with you to prepare for the Validate and Deploy phases of the project. As part of the Release Phase there are a number of key tasks that we will need the project team to complete and sign off. These tasks cover multiple different areas and you will find these tasks listed in the table below. For more information on each of the tasks and subtasks, including any relevant attachments, please review each task via 'Release Phase Exit Criteria' section within the tasks section of Teamwork. Tasks can then be ticked off when completed. If you have any questions or updates on a particular task, please leave a comment on the task and we will get back to you as soon as possible. Alternatively, you can create a new message thread via the 'Messages' section on Teamwork. If creating a new message thread please be sure to use the notification functionality to ensure the relevant project team members are notified of your message by email.'

The screenshot shows the same web browser window with the URL <https://corehr.teamwork.com/#/home/projects>. The browser tabs include 'Microsoft Office Home', 'Mail - Westcott Nicola H.Q. - O...', and 'Home - CoreHR'. The CoreHR interface has a top navigation bar with 'Home', 'Projects', 'Everything', and 'Calendar'. A search bar is present. On the left, a sidebar shows the 'corehr' logo and a 'My Work' section with 'My Projects' selected. The main content area is titled 'My Projects' and shows '1 result W'. A single project is listed: '★ Wales Fire and Rescue Services - v27 Upgrade (CoreHR)' with a 'View details' link. The bottom of the screen shows the Windows taskbar with the time 10:04 and date 21/11/2019.

EV3 – Teamworks (cont....)

This screenshot shows the Teamwork.com web application in a browser window. The address bar displays the URL <https://corehr.teamwork.com/#/projects/509066/tasks>. The browser's tab bar includes 'Microsoft Office Home', 'Mail - Westcott Nicola H.Q. - O...', and 'Wales Fire and Rescue Servi...'. The application's navigation bar features 'Home', 'Projects', 'Everything', and 'Calendar' tabs, along with a search bar and a user profile icon labeled 'NW'. A left-hand sidebar contains a 'Task Lists' section with 'All Lists' (47), 'Release Phase: Exit Crite...' (30), and 'Validate Phase' (17). Below this are 'Reports' (Task Lists Report, Gantt Chart Export) and 'Views' (Gantt Chart, Board View). The main content area is titled 'Release Phase: Exit Criteria' and lists 10 tasks, each assigned to a 'Client PM' with a priority number in a circle. The tasks are: 1. Project Systems (Started Sun Apr 21st), 2. Information Gathering - Portal Screenshots (Only), 3. Data Cleansing - Duplicate Portal Users, 4. Point of Validation (POV), 5. Training (CoreHR University), 6. Validate Phase Preparation, 7. System Validation, 8. TDS (Time Data Security), 9. Additional Features, and 10. Sign Off. An 'Add a Task' button is at the bottom of the list. The Windows taskbar at the bottom shows the search bar and various application icons, with the system clock indicating 10:30 on 21/11/2019.

https://corehr.teamwork.com/#/projects/509066/tasks

Microsoft Office Home Mail - Westcott Nicola H.Q. - O... Wales Fire and Rescue Servi...

File Edit View Favorites Tools Help

Home Projects Everything Calendar

Task Lists

- All Lists 47
- Release Phase: Exit Crite... 30
- Validate Phase 17

Reports

- Task Lists Report
- Gantt Chart Export

Views

- Gantt Chart
- Board View

Release Phase: Exit Criteria

1. Project Systems (Started Sun Apr 21st)
2. Information Gathering - Portal Screenshots (Only)
3. Data Cleansing - Duplicate Portal Users
4. Point of Validation (POV)
5. Training (CoreHR University)
6. Validate Phase Preparation
7. System Validation
8. TDS (Time Data Security)
9. Additional Features
10. Sign Off

+ Add a Task

Type here to search

10:30 21/11/2019

This screenshot shows the Teamwork.com web application in a browser window, displaying a specific task list. The address bar shows the URL <https://corehr.teamwork.com/#/tasklists/2043797>. The browser's tab bar includes 'Microsoft Office Home', 'Mail - Westcott Nicola H.Q. - O...', and 'Validate Phase - Wales Fire ...'. The application's navigation bar is similar to the previous screenshot, but the main content area is titled 'Wales Fire and Rescue Services - v27 Upgrade CoreHR'. Below the navigation bar is a 'corehr Smarter HR Technology' logo. The main content area has tabs for 'Overview', 'Tasks', 'Messages', 'Files', 'Notebooks', and 'Links'. The 'Tasks' tab is active, showing a task list titled 'Validate Phase'. The task list includes two tasks: 'System Validation' (priority 6) and 'Sign Off - Validate Phase' (priority 2), both assigned to a 'Client PM'. An 'Add a Task' button is at the bottom of the list. The Windows taskbar at the bottom shows the search bar and various application icons, with the system clock indicating 10:16 on 21/11/2019.

https://corehr.teamwork.com/#/tasklists/2043797

Microsoft Office Home Mail - Westcott Nicola H.Q. - O... Validate Phase - Wales Fire ...

File Edit View Favorites Tools Help

Home Projects Everything Calendar

Wales Fire and Rescue Services - v27 Upgrade CoreHR

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Overview Tasks Messages Files Notebooks Links

Validate Phase

+ Add a Task Edit Filters

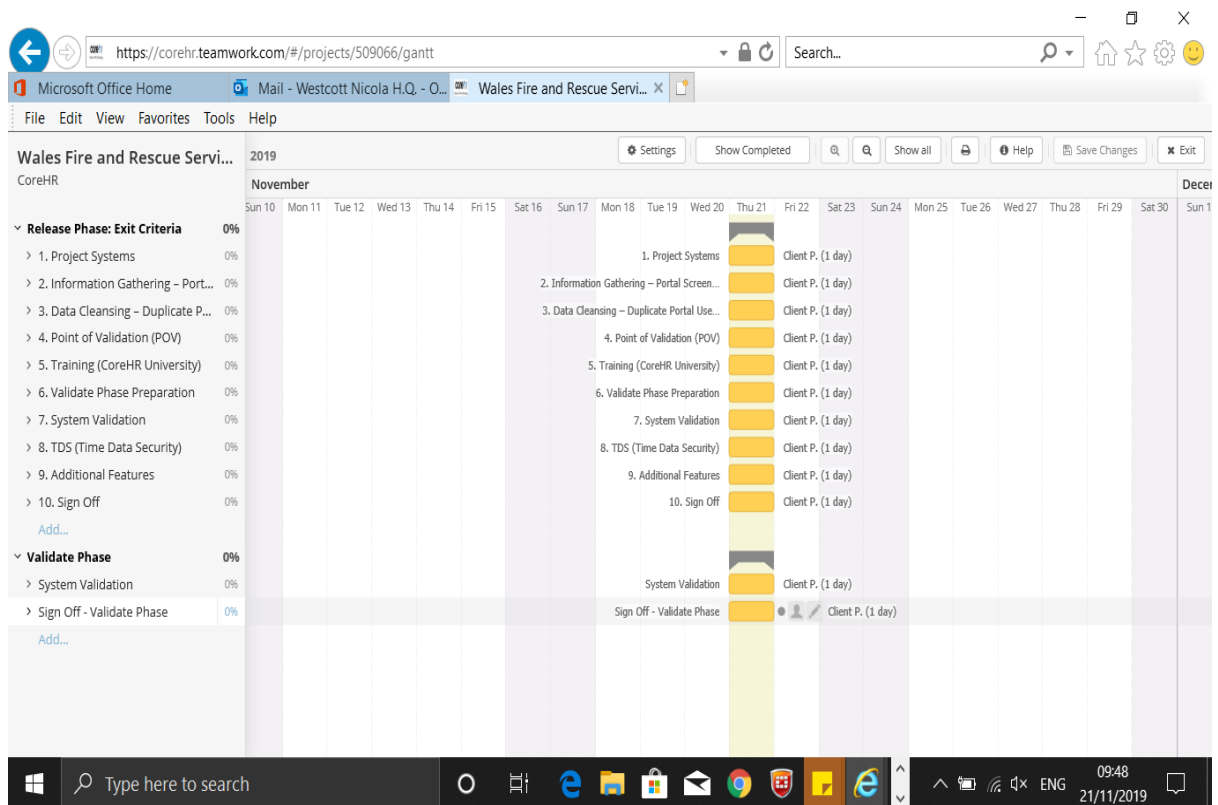
- 6 Client PM System Validation
- 2 Client PM Sign Off - Validate Phase

+ Add a Task

Type here to search

10:16 21/11/2019

EV4 – Gantt Chart



EV5 – UAT environment reconciliation

https://corehr.teamwork.com/#/projects/509066/messages

Microsoft Office Home | Mail - Westcott Nicola H.Q. - O... | Wales Fire and Rescue Servi... |

File Edit View Favorites Tools Help

Home Projects Everything Calendar

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Categories

- All Messages 12
- No Category 12

Friday, April 26th

KH WFRS | Version 27 UAT Environment Handover 26 Apr

Kelly Humphreys (CoreHR) In No category

Hi All,

I am delighted to let you know that your Version 27 UAT Environment is now up and running. Please see below for details regarding the environment.

CoreHR v27 Environment Access:

Listed below are the URLs for your CoreHR v27 UAT Environment. Please note that the backoffice URL has changed slightly, please ensure that you use the new URL to access the UAT Environment going forward:

Backoffice: <https://uatwshradm.corehr.com/forms/frmservlet?config=wfrsu>
Portal: https://uatmy.corehr.com/pls/coreportal_wfrsu
BI: <https://uathradm.corehr.com/discoverer/plus>

Please make sure that you set the database to **WFRSU** when logging into the CoreHR backoffice:

Logon

https://corehr.teamwork.com/#/projects/509066/messages

Microsoft Office Home | Mail - Westcott Nicola H.Q. - O... | Wales Fire and Rescue Servi... |

File Edit View Favorites Tools Help

Home Projects Everything Calendar

corehr Smarter HR Technology

Categories

- All Messages 12
- No Category 12

Monday, April 29th

NW RE: UAT Reconciliation 7 months ago

Nicola Westcott (Wales Fire and Rescue Services) In No category

Hi David

please see attached spreadsheet with comments for Mid & West - apart from a couple of roundings, which will be fine, most tend to be pension contributions are out slightly which then knocks the tax out, the legacy system is taking the correct contributions, the upgrade environment seems to be taking a lightly higher value but I can't see why. I have noted the pensionable pay for the employees for the schemes that are out.

Let me know if you need anything else.

Thanks
Nic

1 attachment - Hide

Mid & Wales Re... 17.98 MB

EV6 – Issues Identified, cases raised, resolved & closed

that as much information as possible is provided up front.
The URL to access the Core Community is <https://community-corehr.force.com/portal/s/login/>

Please note, any issues related to the v27 Upgrade environment should be raised via the Case Record Type 'Request for Upgrade Support' as per the below screenshot.
For any issues related to your current Live environment, these should be raised as normal with the Live Support team via the 'Request for Support' option.

Name	Description
Request for Support	Select this option for technical support for deployed solutions
Request for Upgrade Support	Select this option for any queries that arise during your Upgrade project
Change Request Management	Professional Service Engagement provide services such as product training, product health checks, new BI reports, system configuration requests etc. Note that these services are typically chargeable and will need a PO to progress.
Account Management Request	Select this option for assistance with commercial items e.g. upgrade requests, new product queries or demos

For further information regarding raising a case please review the following message sent out as part of the Readiness

Tue 30/04/2019 12:03
David P O'Sullivan <upgradesreply@corehr.com>
Case #00131587 - Priority 2 - Unable to open payslips or reports on V27 [ref:_00Db0KxHw_5000N1iPucU:ref]
to Westcott Nicola H.Q.

Hi Nicola,

Thanks for raising the case, I have raised this issue with our DBA team and they are currently looking into getting a fix for this.

I will let you when I have an update.

Kid Regards

David

David P O'Sullivan

Please 'REPLY TO ALL' to send us your response.

[View full case detail on the CoreHR Community](#)

EV6 – Issues Identified, cases raised, resolved & closed (cont....)

DP Wed 01/05/2019 16:46
David P O'Sullivan <upgradesreply@corehr.com>
Case #00131536 - Priority 2 - Payroll reconciliation V27 upgrade [ref:_00Db0KxHw_5000N1iPsZi:ref]
To Westcott Nicola H.Q.
You replied to this message on 01/05/2019 17:01.

Hi Nicola,

Apologies for the late reply, I have been looking into this issue with other payroll consultants and I have raised this issue with our development team.
The issue seems to be with Pay code 3300. The Pay code seems to be configured incorrectly and I have raised the issue with our development team.
When I get an update on the issue I will let you know.

Kind Regards

David

David P O'Sullivan

DP Fri 03/05/2019 09:41
David P O'Sullivan <upgradesreply@corehr.com>
Case Closure - Case #00131587 Has Been Closed [ref:_00Db0KxHw_5000N1iPucU:ref]
To Westcott Nicola H.Q.
You replied to this message on 07/05/2019 09:49.
Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.



Hi Nicola,

Case Unable to open payslips or reports on V27, reported through 00131587 is now resolved. This case is closed and can be reopened within the next 9 days as needed.

Should you require further assistance, please contact us via our Community Portal: <https://community.corehrforce.com/portal/>

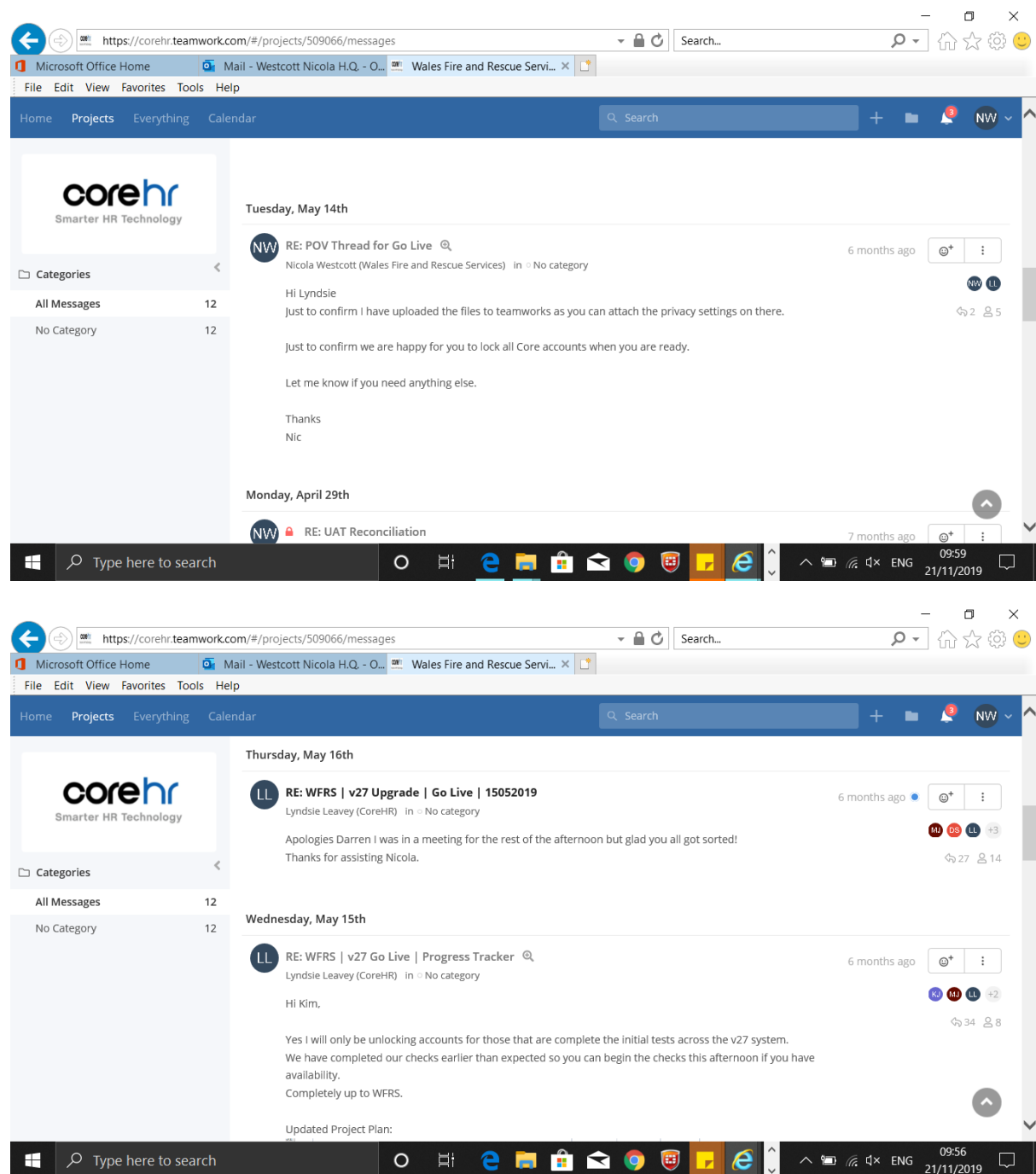
From: Clare Creedon <upgradesreply@corehr.com>
Sent: 10 May 2019 11:37
To: Harding Susan H.Q.; Westcott Nicola H.Q.
Cc: Fairhurst Karen H.Q.
Subject: Case #00132038 - Priority 2 - Blocker | Incorrect Pension deducted on Flei Duty allowance following post change [ref:_00Db0KxHw_5000N1iQA04:ref]

Hi All,

I have reviewed this issue now.

On investigating, I noted that the employee has an open appointment and also a confirmed future appointment which is due to commence on the 13th May.

EV7 – Go Live File Upload



EV8 – Project Handover

Fw: (Wales Fire and Rescue Services - v27 Upgrade) WFRS | v27 Upgrade | Go Live | 15052019

From: Lyndsie Leavey (CoreHR) <application@teamwork.com>
Sent: 15 May 2019 15:59
To: Westcott Nicola H.Q.
Subject: (Wales Fire and Rescue Services - v27 Upgrade) WFRS | v27 Upgrade | Go Live | 15052019

===== WRITE YOUR REPLY ABOVE THIS LINE =====



May 15 15:59 **Lyndsie Leavey** wrote a new [message](#)
Hi Everyone,

There is a lot of information captured in this handover document.
I have tried to break it down into different sections:

1. Environment Details
2. Post Install Checks
3. Download the desktop icon on v27
4. Customer Lead Pay Reconcile
5. Next Steps

****ENVIRONMENT DETAILS****
URL's (v27)

Please see the URL's below for your v27 environment:

- Back Office -> <https://wshradm.corehr.com/forms/fmservlet?config=wfrsp> (**Remember new backoffice URL)
- RI -> <https://hradm.corehr.com/discoverer/olus>

****CUSTOMER LEAD PAY RECONCILE BETWEEN V23 & V27****

Upgrade Services have completed the payroll reconcile & the payroll consultant will send a mail on this privately.

**** NEXT STEPS ****

What are Sanity Checks?

- Sanity Checks are where I ask the WFRS project team to log into v27 of CoreHR LIVE.
- Once in the application, users would typically navigate around the system making sure they have access to all their expected screens, they would also retrieve employee details across numerous screens & make sure all is displaying as expected.
- At this stage please refrain from entering in new details to the system i.e new starters, amendments, hours etc (please note this excludes the payroll amendments mentioned above)
- Any amendments to v27 should only occur once smoke testing has been signed off & WFRS has decided to roll the system out to all users.

WFRS are Live on v27:

- WFRS should issue a communication internally notifying staff of the move from v24 to v27, in this email there should also be a reminder of the URL's & how to log into v27.
- If WFRS has queries in relation to the v27 software or encounter issues, these should be raised via Community Portal - Upgrades Queue.
- Upgrades Services will support WFRS for 1 week once they are live on v27. This means Upgrade Services will support WFRS up to the 22nd May.
- After this time, the WFRS team will transition back to the Live Support Team where issues or queries will need to be raised via Community Portal.

If there are any queries in relation to the above, please do not hesitate to get in contact.

Kind Regards,
Lyndsie

References

De Bono, E. (1985) *6 Thinking Hats*. MICA Management Resources.

Yemm, G. (2008) Influencing Others – a key skill for all. *Management Services*. Summer. Vol 52 No 2, pp21-4. [pdf] Available at: <https://www.ims-productivity.com/user/custom/journal/2008/Summer/MSJ14Summer2008.pdf> (Accessed: 7th January 2020).

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 4 - Report on Team Dynamics

Word Count: 1133

Student Name: Nicola Westcott

Student Number: 1909408

CIPD Membership Number: 55478551

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: N Westcott

Date: 08/01/2020

Report on the Concept of Team Dynamics

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Executive Summary

The aim of this research report is to explain the concept of team dynamics, political behaviour in organisations and how it can impact on the achievement of organisational objectives.

Teamwork is an essential part of any department or organisation. Being part of a team, employees feel a sense of purpose and working towards a common goal can increase productivity levels. Teams are dependent on individual and group contributions. Ensuring the team consists of the right role profile can aid an organisations recruitment and retention.

People working in an effective team feel the working atmosphere is better due a sense of camaraderie, less pressure as tasks are shared which result in improved morale and increased job satisfaction. A truly strong team welcomes external viewpoints and criticisms, and ensures it stays in touch with its customers, stakeholders and markets, by avoiding complacency.

Engaging with team members, by asking their thoughts and ideas can lead to improved creativity, leading to improved job satisfaction, which in turn can help meet the organisations objectives. It is important that HR professionals are successful at influencing others in order to bring about organisational change. Team building exercises can highlight how taking responsibility and providing responsibility are both critical contributors in team performance.

Although conflicts will arise on occasions, it is important for HR professionals to acquire teamwork skills, be aware of the features of an effective team and how to deal with any conflicts that arise. This will assist in ensuring an effective team is developed, leading to increased organisational performance.

Organisational politics is found in most organisations where individuals seek personal gain by aligning themselves with key individuals and trying to influence decisions. Politics can have a positive effect (collaborative) or a negative effect (destructive and competitive) on the organisation. Negative effects lead to a decrease in productivity due to low morale, increased turnover, increased stress levels. Positive effects can be improved relationships between individuals, decision making can be less formal which can lead to organisational change.

Examples of successful teams are care homes, hospital and surgical teams where it is essential that members work together in order to achieve the best possible outcome. In a surgical team each member has their own responsibilities and must work together collaboratively in order to make effective decisions, to achieve safe surgical care i.e. a win-win situation.

Personally, I feel that I am part of a successful team where our goal each month is to process the payroll accurately and on time. Being responsible for the payment to 1350 employees, involves all three members of the team undertaking their relevant roles, working together, for the BACS to be processed by the tight deadline each month. This involves clear communication, covering any absences, asking for or assisting when necessary, or dealing with any unexpected issues along the way.

I was also recently a member of a project team a few months ago, working on a major system upgrade on the HR/Payroll system that the Service utilises.

The methodology used in this report included the gathering of secondary and primary data. Secondary data was captured through literature review of team structure and dynamics and primary data through undertaking a self-assessment as a team-member in order to gain insight and understanding of the team roles.

Following this report recommendations will be made to Heads of Departments and team leaders in the organisation to undertake team role questionnaires to identify roles of team members and identify any gaps which can be filled by putting the appropriate development plan in place.

1. Introduction

Teams naturally occur in organisations and are when a set of individuals have complimentary skills and work towards the same goal. (Watson and Reissner 2014).

Professionals in all organisations, including HR professionals must be able to work effectively with colleagues, not only in their own function but individuals across the whole organisation. This is crucial in order to maintain productivity and motivation.

According to Huczynski and Buchanan (2010), teams can include:

- advice teams
- action teams
- project teams
- production teams

Structure and size of teams can vary significantly, and HR professionals may be a member of many different teams working with a range of stakeholders simultaneously.

2. Features of effective teams

2.1 Identity

Effective teams have a clear identity, this can include name, uniform, colour scheme, meeting place.

2.2 Shared values

In successful teams, members share similar values and work towards a common goal/task.

2.3 Complementary skills

Each team members skill set is recognised and valued, all members are included and have a sense of responsibility.

2.4 Complementary roles

According to Belbin's well-known theory, there should be a balance of key roles e.g. completer-finisher, shaper. Too many of the same role, or gaps, will affect the team's performance.

2.5 Leadership

Effective teams have clear leadership, this does not always mean a clear leader, some teams can be self-managing.

2.6 Roles and responsibilities

Team members accept responsibility for their role/contribution but also have collective responsibility. Knowing who is responsible for what in terms of task completion ensures target are met.

2.7 Ground rules

A set of ground rules provides team discipline. How it deals with internal conflict, decisions, tasks, enables the team to function effectively.

2.8 Celebrate success

A strong team should celebrate its successes, this reaffirms the team's identity and shows strength and unity to others.

3. Group Dynamics

HR professionals need to understand the presence of different individuals to create an effective team. Kurt Lewin noted that '*group dynamics describes the effects of these roles and behaviours on other group members, and on the group as a whole*' (Mind Tools).

As mentioned earlier, Belbin discovered teams consisting of many people with the same strength do not perform well, therefore a mix of roles helps create an effective team, he grouped these into three orientated roles.

3.1 Action-oriented roles

3.1.1 Shaper

Encourages the team to improve, is goal focused and thrives on pressure, however can offend individuals.

3.1.2 Implementer

Is a doer, turns ideas into action, but can be inflexible and slow to respond to new ideas.

3.1.3 Completer finisher

Conscientious, ensures timely completion, has an eye for detail, however can be reluctant to delegate and is a worrier.

3.2 People-oriented roles

3.2.1 Coordinator

Effectively delegates, is confident, able to identify talent, however can be manipulative.

3.2.2 Team worker

Diplomatic, helps build harmony in a team, co-operative, however avoids confrontation and can be indecisive.

3.2.3 Resource investigator

Outgoing and enthusiastic but can lose interest quickly once the initial enthusiasm has passed.

3.3 Thought-oriented roles

3.3.1 Plant

Presents new ideas and approaches, however can be a poor communicator.

3.3.2 Monitor-evaluator

Are objective and analyses options but lacks ability to inspire others.

3.3.3 Specialist

Provides specialised knowledge and skills but can be narrow minded and too technical.

4. Team development

It has been long established that teams go through predictable developmental stages. One of the best-known models of this is Tuckman's (1965) five stage model of forming, storming, norming, performing and adjourning. This model shows that the path taken is not always a smooth process.

Figure 1 Tuckman's Model, source, mspguide.org



5. The importance of team building exercises

'Team building can play a huge part in strengthening a corporate culture and a great tool in achieving an efficient organisation. It can balance the five key elements of a productive team: leadership, roles, goals, policies, procedures, and relationships' (HRM May 2017).

Team building exercises provide invaluable insight into how employees perform together, tasks can be set with organisational objectives in mind. It's an opportunity to engage with employees regarding ideas for improvement. This sense of unity means employees are less likely to leave the organisation. Conflicts that arise on occasions, can be managed through team building activities designed to enhance relationships.

Taking people out of their comfort zone encourages them to work together in different ways, improving problem solving skills which is transferrable to the work environment. Morale can be improved by removing the usual role segregation by bringing together people that may not normally work closely together. Team building exercises can bring fun to the workplace and research has shown that higher productivity can be achieved when fun is involved.

6. Key management skills

Aspiring managers must have the necessary skills to facilitate the team's potential.

6.1 Influencing

According to Yemm (2008) effective influencers should have knowledge, expertise, be empowered, friendly, have vision, and the ability to network/bargain.

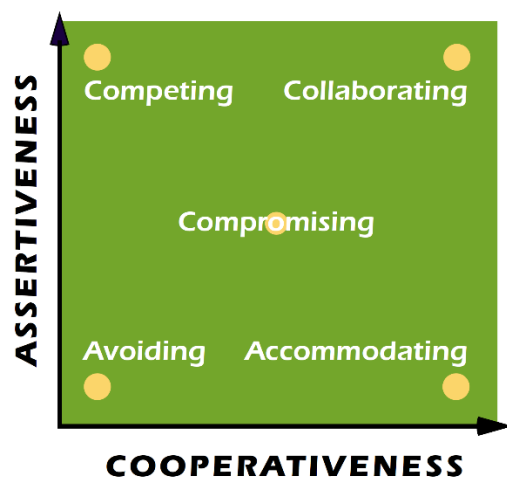
6.2 Negotiating

The purpose of negotiation is to reach an agreement on a course of action. A 'win-win' outcome is the best result, however there must be a degree of compromise on both levels.

6.3 Conflict Resolution

Conflict is inevitable in teams on occasions, the Thomas-Kilmann model of conflict resolution identifies five options of managing.

Figure 2 Thomas-Kilmann Model, source, Kilmanndiagnostics.com



6.3.1 Competing

An assertive and un co-operative approach is taken, defending your position and standing up for your rights.

6.3.2 Accommodating

An unassertive and co-operative approach, selfless generosity or giving in to another's point of view.

6.3.3 Avoiding

An unassertive and un co-operative approach, possibly sidestepping or postponing an issue, or simply avoiding the situation.

6.3.4 Compromising

To some extent both assertive and co-operative by seeking the middle ground.

6.3.5 Collaborating

The belief it is possible for both sides to have a win-win situation, a willingness to listen and being creative in solutions.

7. Organisational politics

According to Horn (2009) organisational politics are *'Taking a particular view or position with the intention of personally gaining from that position'*.

Organisational politicians are people who get things done by identifying stakeholders and aligning their image with people with power. By networking and making deals to support others where there is a mutual benefit. Often information is withheld recognising that knowledge is power. Decisions are often made before meetings take place in order to influence weaker people during negotiations.

Elements of organisational politics exist in any organisation, however to keep politics at an acceptable level, organisations should be transparent in its management, ensuring issues are debated fully, differences of opinion dealt with and disagreements depersonalised. Acting politically sensitively by understand how things are done, who makes key decisions, what is going on behind the scenes, are there any hidden agendas.

8. Conclusions

Complexity of human interactions means there is still a long way to go to create a consistent, reliable and effective team, however having a team consisting of a diverse range of individuals with different skills, knowledge and life experiences will always be an asset to any organisation. Therefore, understanding team dynamics, identifying any development needs and effectively dealing with conflict is essential in developing professional practice.

9. Recommendations

9.1 Recommendation 1

Complete a Belbin team type questionnaire to assess team members roles.

9.2 Recommendation 2

Introduce regular team building exercises.

10. Bibliography and Referencing

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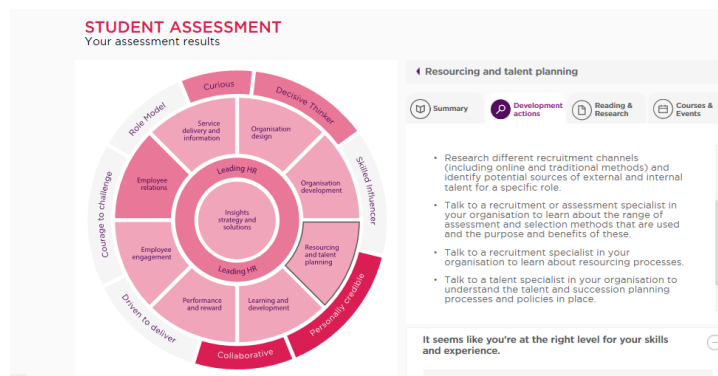
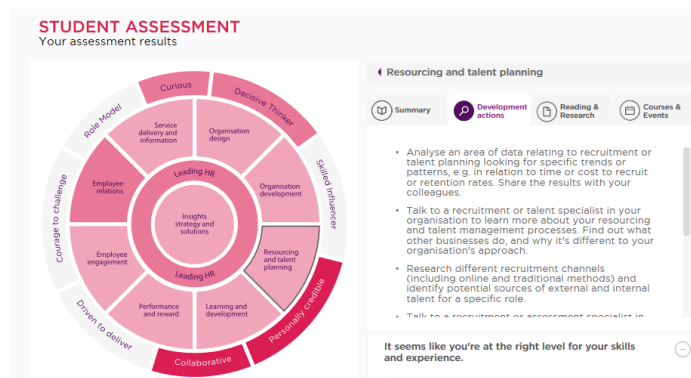
Activity 5 – Development needs

As part of my qualification in Applied Human Resources, I undertook a self-assessment on the CIPD HR Profession Map in order to assess and identify my development needs. The aim of this was to be able to apply CPD techniques to devise, implement and review a development plan. CPD is important as the business world is continuously changing, by enhancing my knowledge and expertise I can ensure my CPD is kept up to date.

I will manage my development needs through a variety of methods, including formal study, seminars, networking events, work shadowing. A learning log will also be useful to keep in order to undertake a structured approach to my development needs. This will enable me to reflect on my learning events. By working on my development needs it will assist me in my role in the HR department of Mid & West Wales Fire and Rescue Service by gaining an understanding of the wider picture.

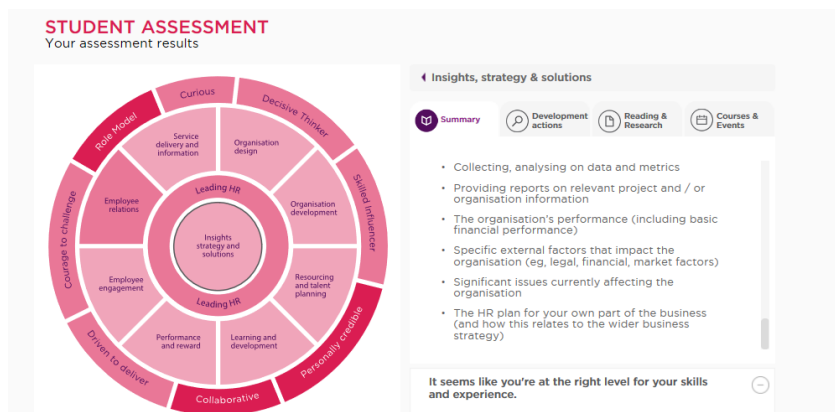
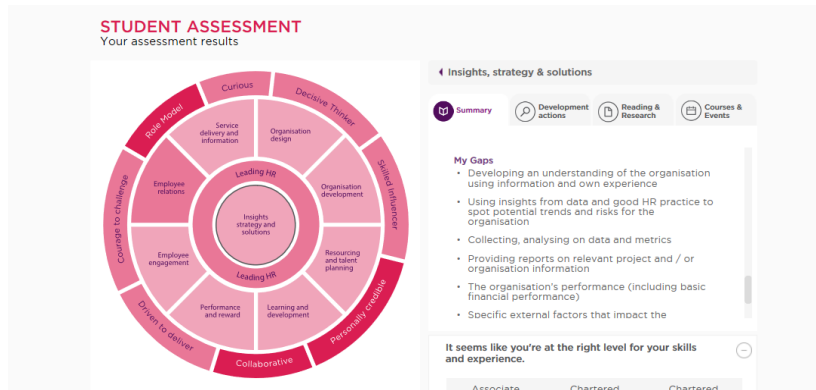
Following the development needs identified on the Profession Map, I have chosen the following areas to develop:

1. Understanding the resourcing and talent management process, which falls under one of the professional areas of the map. Under my role in payroll I am involved in the employee life cycle from a certain stage e.g. once individuals have been selected, however I do not have much involvement in the recruitment process beforehand and would like to gain a better understanding of what the full process is, prior to the enrolment details being passed to payroll. I will do this by reading up on the relevant literature on the subject, speaking to and shadowing my line manager on the recruitment process, researching other organisations approaches etc.

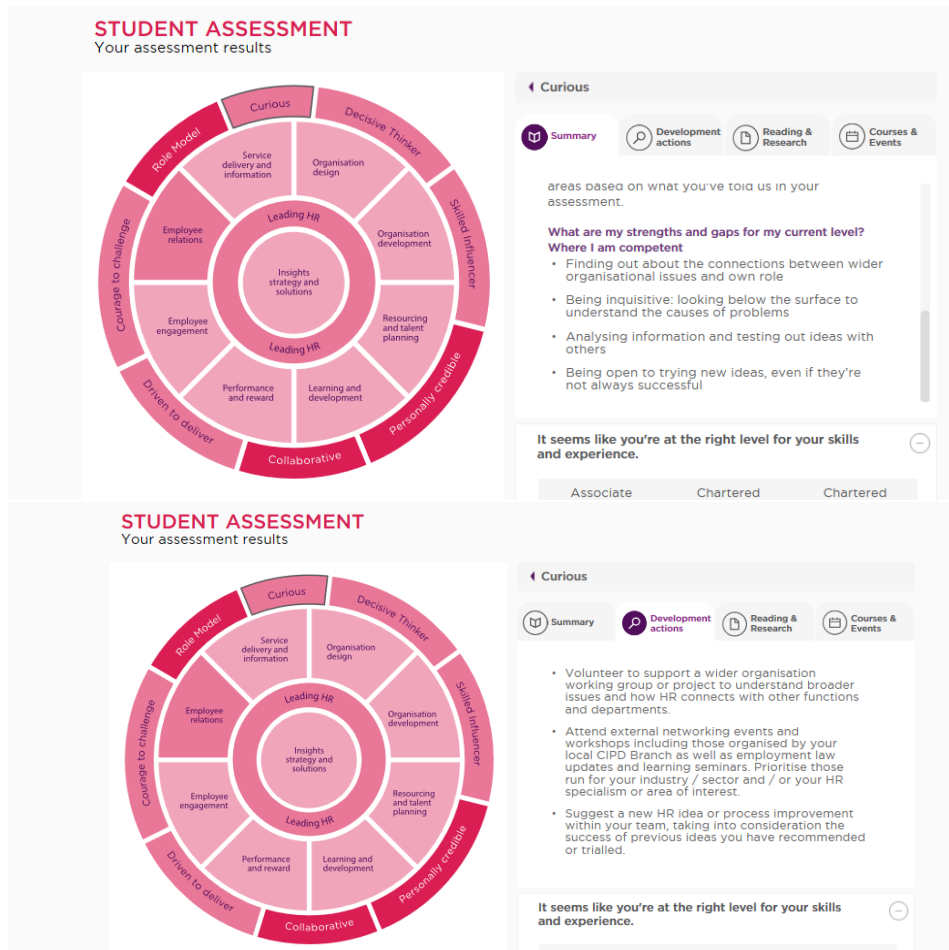


Read guidance on how to ensure recruitment and assessment practices are fair and objective, such as the ACAS code and CIPD factsheet on relevant employment and discrimination legislation.

2. A second development need identified that I would like to develop, is the ability to analyse data and trends, which falls under insights, strategy and solutions area of the profession map. I would like to understand how the data is collected and analysed to identify trends, how these assists in decision making and how that impacts the organisation. This will involve the use of reporting tools, discussions, shadowing.



- The third development falls under the curious behaviour section of the map. Employment Law & legislation is an ever-changing area and I would like to enhance my understanding of this and any changes or forthcoming legislation. Understanding will not only assist my role but also ensuring that the organisation complies with current legislation. This may involve attending work groups, seminars, shadowing.



My Development Plan

Development plan

NAME:	Nicola Westcott	MEMBERSHIP NUMBER:	55478551
COVERING THE PERIOD FROM:	February 2020	TO:	April 2021

This record sheet is for your guidance only – you may present your development plan in any other format.

Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or “more of the same”.)

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
To gain a better understanding of resourcing and talent management which is one of the professional areas of the profession map	Read up on relevant information / shadow line manager / analysing data	Line manager guidance / shadowing / researching relevant literature	Understanding how a recruitment campaign is undertaken, costs and impact for organisation	April 2021
To gain a sound understanding of legislative changes in order to develop one of the behaviours (curious) of the profession map	Read up on relevant information / speak to relevant individuals / network groups	Line manager guidance / shadowing / researching relevant literature / network groups	Ensuring a sound knowledge of legislation and that it is applied correctly in the organisation in order to add value.	April 2021
To understand data and trends which will enhance my knowledge of the insights, strategies and solutions area of the profession map	Look at reporting, how data is recorded and analysed / speak to relevant individuals	Line manager guidance / shadowing / researching relevant literature / data to analyse	To be able to analyse data and how to use this data to make decisions.	April 2021

My Preferred Learning Style

As part of my learning plan, I also undertook a Learning style questionnaire (Honey & Mumford) in order to identify what my learning style is. The results showed as the following:

Reflector = 20 – very strong preference

Theorist = 17 – very strong preference

Pragmatist = 15 – strong preference

Activist = 4 – low preference

I agree with the above results as I do tend to stand back and observe and have a calm and cautious approach. I like to listen to others and like to complete tasks in a logical step by step rational approach.

LEARNING STYLES QUESTIONNAIRE

(Honey & Mumford - revised 1986)

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences - so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (/). If you disagree more than you agree put a cross by it (x). Be sure to mark each item with either a tick or cross.

1. I have strong beliefs about what is right and wrong, good and bad. ✓
2. I often act without considering the possible consequences. x
3. I tend to solve problems using a step-by-step approach. ✓
4. I believe that formal procedures and policies restrict people. x
5. I have a reputation for saying what I think, simply and directly. x
6. I often find that actions based on feelings are as sound as those based on careful thought and analysis. x
7. I like the sort of work where I have time for thorough preparation and implementation. ✓
8. I regularly question people about their basic assumptions. x
9. What matters most is whether something works in practice. ✓
10. I actively seek out new experiences. ✓
11. When I hear about a new idea or approach I immediately start working out how to apply it in practice ✓
12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc. x
13. I take pride in doing a thorough job. ✓
14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people. ✓
15. I take care over the interpretation of data available to me and avoid jumping to conclusions. ✓
16. I like to reach a decision carefully after weighing up many alternatives. ✓
17. I'm attracted more to novel, unusual ideas than to practical ones. x

18. I don't like disorganised things and prefer to fit things into a coherent pattern. ✓
19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done. ✓
20. I like to relate my actions to a general principal. ✓
21. In discussions I like to get straight to the point. x
22. I tend to have distant, rather formal relationships with people at work. x
23. I thrive on the challenge of tackling something new and different ✓
24. I enjoy fun-loving, spontaneous people. x
25. I pay meticulous attention to detail before coming to a conclusion ✓
26. I find it difficult to produce ideas on impulse. ✓
27. I believe in coming to the point immediately. x
28. I am careful not to jump to conclusions too quickly. ✓
29. I prefer to have as many sources of information as possible - the more data to think over the better. ✓
30. Flippant people who don't take things seriously enough usually irritate me. ✓
31. I listen to other people's points of view before putting my own forward. ✓
32. I tend to be open about how I'm feeling. x
33. In discussions I enjoy watching the manoeuvrings of the other participants. ✓
34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance. x
35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc. ✓
36. It worries me if I have to rush out a piece of work to meet a tight deadline. ✓
37. I tend to judge people's ideas on their practical merits. ✓
38. Quiet, thoughtful people tend to make me feel uneasy. x
39. I often get irritated by people who want to rush things. ✓
40. It is more important to enjoy the present moment than to think about the past or future. ✓
41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition. ✓

- 42. I tend to be a perfectionist. ✓
- 43. In discussions I usually produce lots of spontaneous ideas. x
- 44. In meetings I put forward practical, realistic ideas. ✓
- 45. More often than not, rules are there to be broken. x
- 46. I prefer to stand back from a situation and consider all the perspectives. ✓
- 47. I can often see inconsistencies and weaknesses in other people's arguments. ✓
- 48. On balance I talk more than I listen. x
- 49. I can often see better, more practical ways to get things done. ✓
- 50. I think written reports should be short and to the point. ✓
- 51. I believe that rational, logical thinking should win the day. ✓
- 52. I tend to discuss specific things with people rather than engaging in social discussion. ✓
- 53. I like people who approach things realistically rather than theoretically. ✓
- 54. In discussions I get impatient with irrelevancies and digressions. ✓
- 55. If I have a report to write I tend to produce lots of drafts before settling on the final version. ✓
- 56. ✓I am keen to try things out to see if they work in practice. ✓
- 57. I am keen to reach answers via logical approach. ✓
- 58. I enjoy being the one that talks a lot. x
- 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations. ✓
- 60. I like to ponder many alternatives before making up my mind. ✓
- 61. In discussions with people I often find I am the most dispassionate and objective. ✓
- 62. In discussions I am more likely to adopt a 'low profile' than to take the lead and do most of the talking. ✓
- 63. I like to be able to relate current actions to a longer term bigger picture. ✓
- 64. When things go wrong I am happy to shrug it off and 'put it down to experience'. ✓
- 65. I tend to reject wild, spontaneous ideas as being impractical. ✓
- 66. It's best to think carefully before taking action. ✓

- 67. On balance I do the listening rather than the talking. ✓
- 68. I tend to be tough on people who find it difficult to adopt a logical approach. x
- 69. Most times I believe the end justifies the means. ✓
- 70. I do not mind hurting people's feelings so long as the job gets done. x
- 71. I find the formality of having specific objectives and plans stifling. x
- 72. I am usually one of the people who puts life into a party. x
- 73. I do whatever is expedient to get the job done. ✓
- 74. I quickly get bored with methodical, detailed work. x
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events. ✓
- 76. I am always interested to find out what people think. ✓
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc. ✓
- 78. I steer clear of subjective or ambiguous topics. ✓
- 79. I enjoy the drama and excitement of a crisis situation. x
- 80. People often find me insensitive to their feelings. x

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING

(Honey & Mumford 1986)

*You score one point for each item you ticked. There are no points for items you crossed.
Simply indicate on the lists below which items were ticked.*

	2	7	1	5
	4	13	3	9
	6	15	8	11
	10	16	12	19
	17	25	14	21
	23	28	18	27
	24	29	20	35
	32	31	22	37
	34	33	26	44
	38	36	30	49
	40	39	42	50
	43	41	47	53
	45	46	51	54
	48	52	57	56
	58	55	61	59
	64	60	63	65
	71	62	68	69
	72	66	75	70
	74	67	77	73
	79	76	78	80
TOTAL	4	20	17	15
	Activist	Reflector	Theorist	Pragmatist

Ring your scores on this chart and join up.

Activist	Reflector	Theorist	Pragmatist	
20	20	20	20	Very strong preference
19				
18		19	19	
17	19			
16		18	18	
15				
14		17	17	
13	18	16		Strong preference
12	17	15	16	
	16			
11	15	14	15	Moderate preference
10	14	13	14	
9	13	12	13	
8	12	11	12	
7				
6	11	10	11	Low preference
5	10	9	10	
4	9	8	9	
3	8	7	8	Very low preference
	7	6	7	
2	6	5	6	
	5	4	5	
1	4	3	4	
	3	2	3	
0	2	1	2	
	1	0	1	
	0		0	